

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

### **APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND PROGRAM**

**CFDA # 84.385A**

**PR/Award # S385A100074**

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

<b>Application for Federal Assistance SF-424</b>		Version 02	
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/1/2010		4. Applicant Identifier:	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: N/A	
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>			
* a. Legal Name: Milwaukee Public Schools			
* b. Employer/Taxpayer Identification Number (EIN/TIN): [REDACTED]		* c. Organizational DUNS: [REDACTED]	
<b>d. Address:</b>			
* Street1:		[REDACTED]	
Street2:			
* City:		[REDACTED]	
County:		[REDACTED]	
State:		[REDACTED]	
Province:			
* Country:		USA	
* Zip / Postal Code:		[REDACTED]	
<b>e. Organizational Unit:</b>			
Department Name: Human Resources		Division Name: Human Resources	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
Prefix:		Dr.	* First Name: Karen
Middle Name:		R	

\* Last Name: Jackson

Suffix:

Title: Executive Director of Human Resources

Organizational Affiliation:

\* Telephone  
Number:

Fax Number:

\* Email: JACKSOKR@MILWAUKEE.K12.WI.US

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA  
84.385

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

City of Milwaukee, Milwaukee County, State of Wisconsin

**\* 15. Descriptive Title of Applicant's Project:**

Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 4

\* b. Program/Project: 4

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ [REDACTED]
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$ 0
Income	
g. TOTAL	\$ [REDACTED]

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Dr. \* First Name: Gregory

Middle Name: E

\* Last Name: Thornton

Suffix:

Title: Superintendent of Schools

\* Telephone Number: [REDACTED] Fax Number: [REDACTED]

\* Email: [REDACTED]

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Milwaukee Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
2. Fringe Benefits	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
3. Travel	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
6. Contractual	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
10. Indirect Costs*	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): OMB/WI Department of Public Instruction The Indirect Cost Rate is 9.15%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Milwaukee Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY****NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Dr. Gregory E. Thornton
<b>Title:</b> Superintendent of Schools
<b>Date Submitted:</b> 07/01/2010

## Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Milwaukee Public Schools Address: 5225 W. Vliet Street City: Milwaukee State: WI Zip Code + 4: 53208-2698  <b>Congressional District, if known: 04</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Department of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Thiel, Christopher Address: 5225 W. Vliet St. City: Milwaukee State: WI Zip Code + 4: 53208-2698	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Thiel, Christopher Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Christopher Thiel Title: Fiscal Policy Analyst Applicant: Milwaukee Public Schools Date: 06/28/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

Milwaukee Public Schools

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Gregory Middle Name: E

Last Name: Thornton Suffix:

Title: Superintendent of Schools

Signature:

Date:

07/01/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : Milwaukee Public Schools GEPA

File : \\cs-adfilesrv-01.schools.mpsds.edu\jacksoba\My Documents\Teacher Incentive Fund 2010\Milwaukee Public Schools GEPA.doc

## **GENERAL EDUCATION PROVISIONS ACT (GEPA)**

Milwaukee Public Schools (MPS) *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* seeks to remove barriers and ensure equal access to students from diverse cultural and social backgrounds, especially minority and low income students, including those who have traditionally been under-represented based on race, color, national origin, gender, and disability. The program will target schools that serve a substantial number of these students ensuring that services will be provided to students who receive free and reduced lunch, African American, Hispanic, English language learners (ELL) or students with disabilities.

Students with disabilities in MPS are identified and served in accordance with Individuals with Disabilities Education Act (IDEA). MPS' philosophy is to provide such students an education in the least restrictive environment, planned activities will include students with disabilities through curriculum, assistive technology, differentiated instruction and professional development.

The success of *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* will be contingent upon the support and meaningful participation provided for all students especially minority, low-income, ELL and students with disabilities. All principals and teachers at participating schools will receive professional development to be a strong instructional leader. The principal, master teacher, mentor teacher and career teacher will collaborate to discuss and demonstrate effective instructional implementation that will successfully teach traditionally under-represented students.

Effective teachers produce higher student achievement growth across all socioeconomic levels. School demographics are comparable, yet student achievement varies. Professional development will be provided at all levels from principal to career teacher. Each level provides

scaffolded professional development aimed at improving teacher instruction and thereby student achievement.

It is through the institution of the Teacher Advanced Placement (TAP) model and its emphasis on building a collaborative workplace culture to improve instruction that students from diverse cultural and social backgrounds will receive a quality education that will provide them with the skills needed to be successful.



**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Dr. Karen R Jackson

Address:

\* Street1: [REDACTED]  
Street2:  
\* City: [REDACTED]  
County: [REDACTED]  
\* State: WI\* Zip / Postal Code: [REDACTED] \* Country: USA

\* Phone Number (give area code) Fax Number (give area code)  
[REDACTED] [REDACTED]

Email Address:

[REDACTED]**2. Applicant Experience**

Novice Applicant ☐ Yes ☒ No ☐ Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# Project Narrative

## Project Abstract

Attachment 1:

Title: **Milwaukee Public Schools Abstract** Pages: **1** Uploaded File: **\\cs-adfilesrv-01.schools.mpsds.edu\jacksoba\My Documents\Teacher Incentive Fund 2010\Milwaukee Public Schools Abstract.pdf**

## Abstract

Milwaukee Public Schools is applying for the Main Teacher Incentive Fund competition. The project *Support and Rewards for Teacher Effectiveness: a Pilot in Milwaukee* will improve student achievement by increasing teacher and principal effectiveness.

TAP™: The System for Teacher and Student Advancement will be implemented in 16 high need schools. TAP™ supports the implementation of a performance based compensation system that rewards teachers and principals for increases in student achievement.

The TAP™ system is comprised of four interrelated elements: multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance based compensation. The career ladder allows for career teachers to become mentor and master teachers, without leaving the classroom. Mentor and master teachers provide data driven job embedded professional growth opportunities and receive additional compensation based on their added roles and responsibilities. The principal of a TAP™ school must be knowledgeable about the TAP™ process to advance student achievement. The project goal and objectives are:

**Goal:** Develop and implement performance-based teacher and principal compensation systems in 16 high-need schools

**Objective 1:** Improve student achievement by increasing teacher and principal effectiveness

**Objective 2:** Reform teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement

**Objective 3:** Increase the number of effective teachers teaching poor, minority, and disadvantaged students in hard to staff subject areas

**Objective 4:** Create a sustainable performance-based compensation system

# Project Narrative

## Application Narrative

Attachment 1:

Title: **Milwaukee Public Schools Project Narrative** Pages: **60** Uploaded File: **\\cs-adfilesrv-01.schools.mpsds.edu\jacksoba\My Documents\Teacher Incentive Fund 2010\Milwaukee Public Schools Project Narrative.pdf**

**Teacher Incentive Fund**  
**Milwaukee Public Schools**  
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## Need for the Project

This is the first time Milwaukee Public Schools has applied for Teacher Incentive Funds (TIF) funds through the Department of Education (competitive preference priority 6). Milwaukee Public Schools, through the project *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee*, will develop and implement a performance based compensation system (PBCS) as part of a coherent and integrated approach to strengthen the educator workforce. In conjunction with The National Institute for Excellence in Teaching (NIET), a nonprofit organization, Milwaukee Public Schools will implement the TAP<sup>TM</sup> to support highly qualified teachers and principals as they systematically increase their effectiveness and thereby increase student achievement.

Milwaukee Public Schools (MPS) is the 33rd largest school district in the nation with students from diverse racial, ethnic and cultural backgrounds. MPS' reported enrollment for the 2009-10 school year is 82,444 and the racial profile was 88.1% non-white. Data indicates the following enrollment percentages: American Indian (.8%), African American (56.6%), Hispanic (22.7%), Asian (4.8%), White (11.9%), and other race/ethnic groups (3.2%). There are 19.2% students identified with special education needs and 9.5% of students have limited English proficiency. Over 81% of all students qualify for free/reduced lunch which is an indicator of the number of children living in poverty.

Milwaukee Public Schools currently has schools that are identified as persistently lowest performing schools, schools identified for improvement (SIFI) and schools that have missed adequate yearly progress (AYP). There were 62 schools identified as SIFI schools for the 2010-2011 school year and 28 schools have missed AYP. A random selection from schools that have at least 70% of staff committed to the project will be used to determine the pilot schools.

**1(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects**

**or specialty areas:** The Wisconsin definition for “highly qualified” is defined in PI 34 otherwise known as Quality Educator Initiative: A highly qualified teacher meets all of the requirements of PI 34 for the subjects and levels that he/she is teaching. The requirements include, but are not limited to, a bachelor's degree, completion of an approved licensing program, and a rigorous exam in the subjects being taught. Over 50% of the MPS teachers in the high need schools and comparable schools have at least a master’s degree (Appendix A). In addition, a highly qualified teacher may be a teacher of record who is enrolled in a state-approved alternative teacher-training program (Elementary and Secondary Education Act (ESEA) Provision, 2008)<sup>1</sup>. According to the definition of highly qualified, Milwaukee Public Schools has 96% of elementary school teachers, 81% of middle school teachers and 81% of high school teachers who are considered highly qualified. The chart below further identifies the percent of highly qualified teachers in hard to staff subject areas.

Percent of ESEA Qualified Teachers In Milwaukee Public Schools 2008-09					
Grade Span	Core subjects	SPED	Math	Science	ELL
Elementary	96%	93%	95%	98%	n/a
Middle	81%	84%	91%	93%	n/a
High	81%	83%	90%	78%	n/a
Data Source: Wisconsin's Information Network for Successful Schools (WINSS)					

Research has shown that approximately one-quarter of all beginning teachers leave teaching within four years regardless of the intervention strategy (Rowan & Richard, 2002)<sup>2</sup>. In MPS, the percentage is even higher with 41% of new teachers leaving by their fifth year. The district’s strategic plan, *Working Together, Achieving More*, outlines goals, objectives and

performance measures to drive district improvements. Goal 7 of the strategic plan states that the district's central services departments support student learning, by attracting highly qualified effective, diverse workforce committed to serving the students of the district. The district's five year measurable objective is to decrease by one-half the percentage of new teachers hired that leave the district within the first five years.

In teacher shortage areas, the district works with alternative certification programs such as Milwaukee Teacher Education Center (MTEC), The New Teacher Project (TNTP) and Teach for America (TFA) to fill teacher vacancies. Alternative certification programs are significant to MPS' ability to staff nearly all of the classrooms on the first day of school with licensed teachers. Collaboration with these programs offers the district the opportunity to learn new recruitment and retention strategies for bringing non-traditional applicants into MPS.

Another strategy is to recruit potential teachers from the ranks of current non-teaching employees, such as paraprofessionals, who have a proven a commitment to the children and the district. A critical component of the district's plan to recruit highly qualified teachers is developing more effective relationships with higher education institutions throughout the state. Such relationships allow the district to effectively communicate its needs regarding certification areas and teacher preparation (competitive preference priority 5).

**1(ii) Retaining highly qualified or effective teachers and principals:** Effective teachers, principals and support staff are essential to improving student outcomes. Therefore, it is important to retain highly qualified and effective teachers and principals in MPS. In order to retain staff, the MPS Human Capital Management Functional Plan, aligned to the five-year strategic plan, strives to:

- Develop and implement an orientation program for all new employees;



- Develop systems that ensure that students with the greatest needs are assigned the most effective teachers. MPS in collaboration with the Milwaukee Teachers' Education Association analyzes opportunities to provide incentives for teachers to work in high need schools;
- Work with school leaders to reduce the number of new teachers assigned to the most challenging classrooms. Create both monetary and non-monetary incentives for highly skilled veteran teachers to take such assignments;
- Continue implementation of the comprehensive mentoring/induction program that began last year with more of a focus on developing school based mentors;
- Provide mentors with additional staff development on major district initiatives and training on how to support new teachers regardless of grade level;
- Continue to support development of evaluation systems for all employees that align with the district's strategic plan and that, for teachers and principals, measure performance as it affects student achievement;
- Develop an in-house administrator training program to develop effective school- based administrators;
- Redesign salary compensation plans for instructional staff to allow additional compensation for factors like increased student achievement; and
- Expand and analyze exit interviews to include all employees and increase return rate for teacher responses.

These strategies are the beginning of a process to retain effective teachers in teaching positions in the hard to staff subject areas (competitive preference priority 5).

The need to support teachers is at a critical juncture. MPS is in its second year of implementation of its comprehensive induction program, which includes various full-release mentors who support all first-year initial educators, teachers with up to five years of experience in most restrictive placement classrooms and participants in alternative certification programs for special education teachers. The initiative also includes identifying school-based mentors in each building to help new teachers adapt to the building culture. This component reflects the belief that while support on instructional practice is critical for new teachers, managing the cultures of their local schools on a day-to-day basis is particularly critical in the first two years.

**(2) Student achievement in PBCS schools is lower than comparable schools:** The schools selected to participate in the *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* are based on review of the following factors, enrollment, grade levels, percent of students who receive free or reduced lunch, and the percent of students scoring proficient/advanced on the 2009-10 state standardized test, the Wisconsin Knowledge and Concepts Exam (WKCE). A list of high need schools that span grades K-12 has been developed based on a rating system (Appendix B).

In rating overall school performance for elementary, middle, and kindergarten through grade eight schools, the following metrics were used; (a) value-added – reading (2008-09 to 2009-10); (b) value-added – math (2008-09 to 2009-10); (c) two-year percent proficient/advanced for WKCE reading; (d) two-year percent proficient/advanced for WKCE math; (e) two-year change in percent proficient/advanced for WKCE reading; (f) two-year change in percent proficient/advanced for WKCE math; (g) two-year attendance rate (2-year total absence rate was calculated as absence days/membership days, and then converted to attendance by using the inverse of absence (1-X)); and (h) two-year change in attendance rate.

More detail is given for these metrics below. The percent of possible points was used to determine overall performance rating, since some schools had missing data. No school had more than two data elements missing. Thirty points were possible for elementary and middle schools. Forty-two points were possible for K – 8 schools. Schools were compared against each other by school type (e.g., K-8s with other K-8s).

### Value-Added

Value-added measures the school’s contribution to student learning. The current value-added measure used the fall 2008 state test as the pretest measure, and the fall 2009 as the posttest measure. Value-added has an estimate for both reading and math. Points assigned were weighted double that of other measures, due to its relative importance in measuring academic growth. The points awarded are detailed in Table 1. Value-added data are available for both elementary and middle school levels. These points were awarded for both reading and math value-added scores resulting in the opportunity to earn up to 12 points for elementary and middle schools. Kindergarten through eighth grade could earn up to 24 points (elementary and middle school reading and math value-added scores at 6 possible points each).

<b>Table 1: Standard Deviation Requirement</b>	<b>Points Assigned</b>
$\geq 1$ SD above the district average	6
$\geq 0$ SD above or equal to the district average	4
$\leq 1$ SD below the district average	2
$> 1$ SD below the district average	0

WKCE reading and math: The state reading and math assessment is administered in grades 3 through 8 and 10. In the present school rating, procedure points were assigned to schools for attainment based on the overall two-year percent proficient and advanced in reading and math separately. The point scheme is detailed in Table 2. The number of students scoring proficient and above on the fall 2008 and fall 2009 WKCE assessment were added together and divided by the sum of students enrolled at test time in fall 2008 and fall 2009. This metric was calculated at the school level, so a total of six points were possible.

<b>Table 2: Percent Proficient/Advanced</b>	<b>Points Assigned</b>
≥ 80% proficient and advanced	3
70 – 79.9999% proficient and advanced	2
50 – 69.9999% proficient and advanced	1
< 50% proficient and advanced	0

Growth in the percent of students scoring proficient and above was also considered in the current rating system. Growth was calculated as the percent of students scoring proficient and advanced in fall 2009 minus the percent of students scoring proficient and advanced in fall 2008. Percent of students proficient and advanced was calculated as the number of students scoring proficient and advanced divided by the number of students enrolled at test time. Cut scores for the number of points assigned is detailed in Table 3. Schools with ≥ 90% of their students scoring proficient and advanced in reading and/or math received an automatic 3 points for growth (if they also earned growth points, these points were excluded). Schools with < 60% of their students scoring proficient and advanced received no growth points for reading. Schools with < 50% of their students scoring proficient and advanced received no growth points for math. A total of six points were possible; three for reading and three for math.

<b>Table 3: Percentage Point Growth Range</b>	<b>Points Assigned</b>
$\geq 6$ percentage points	3
3 – 5.9999 percentage points	2
0.1 – 2.9999 percentage points	1
$< 0.09999$ percentage points	0

### Attendance

A two year absence rate was calculated by dividing absence days by membership days. The resulting quotient was subtracted from one to yield an “attendance rate.” The points awarded for two-year attendance are outlined in detail in Table 4. This metric was calculated at the school level, so 3 possible points were awarded.

<b>Table 4: Two-year Attendance Rate</b>	<b>Points Awarded</b>
$\geq 95\%$ attendance	3
93 – 94.9999% attendance	2
90 – 92.9999% attendance	1
$< 90\%$ attendance	0

Growth in attendance rate was also considered in the current rating system. Growth was calculated as the attendance rate in 2007 – 2008 minus the attendance rate in 2008 – 2009. Points for improvement were awarded as detailed in Table 5. Schools were awarded 3 growth points if the two year attendance rate was  $\geq 95\%$  (if a school also earned points for growth, the school was only awarded a maximum of three points). Schools with less than 80% attendance received no growth points. A total of three possible points were assigned for growth in attendance.

<b>Table 5: Attendance Improvement Range</b>	<b>Points Awarded</b>
$\geq 1.0$ percentage point improvement	3
0.5 – 0.9999 percentage point improvement	2
0.1 – 0.4999 percentage point improvement	1
$< .0999$ percentage point improvement	0

The following presents a summary of data elements included in a ratings system developed for MPS high schools by the Division of Research and Assessment. With only one WKCE-tested grade (10<sup>th</sup>) at the high school level, it is not possible to generate value-added comparisons of school performance, which would be the most meaningful way of comparing schools. In lieu of value-added, five data elements are used in the ratings system; each has both an *attainment* component which portrays current status and a *growth* component which portrays improvement over time.

High school completion rate (6 points):

- 3 points for attainment (2 year combined total for 2007-08 and 2008-09)
- 3 points for improvement

ACT composite (6 points):

- 3 points for attainment (2 year weighted mean for classes of 2007-08 and 2008-09)
- 3 points for improvement

Grade 10 WKCE (6 points):

- Reading (3 points):
  - 1.5 points attainment (2 year total % proficient/advanced, fall 2008 and 2009)
  - 1.5 points for improvement

- Math (3 points):
  - 1.5 points attainment (2 year total % proficient/advanced, fall 2008 and 2009)
  - 1.5 points for improvement fall 2008 to fall 2009

Attendance (3 points):

- 1.5 points for attainment (2 year total year-end attendance 2007-08 and 2008-09)
- 1.5 points for improvement between 2007-08 and 2008-09

Total Quality Credit (TQC) attainment (6 points):

- Total Quality Credit is a measure of academic achievement that combines an “on-track” component (which measures year-to-year progression through high school in terms of credit attainment in the four core academic subjects of reading/English, math, science, and social studies) with a measure of the *quality* of credits obtained (using final marks in core academic subjects). Total Quality Credit is calculated as a ratio of actual TQC attainment to potential TQC attainment, with standard point values for final marks used (A grades counted as 4.0, B=3.0, C=2.0, D=1.0, U=0.0). All core subject courses are included in TQC calculations, even those that don’t count for MPS graduation requirements)
- 3 points for attainment (2 year school-level weighted mean ratio of actual TQC attainment/possible TQC attainment for 2007-08 and 2008-09)
- 3 points for improvement in mean TQC ratio attainment between 2007-08 and 2008-09

Each school’s percentage of possible points obtained (0-27 is the range for most, although not all, high schools) was used to place it into one of three performance categories; a school had to be eligible for at least 15 of the 27 total points (55.6% of possible points) to be placed into a performance category:

- Performance Category 1: top 30% of high schools (MPS percentiles 1-30)
- Performance Category 2: MPS percentiles 31-69
- Performance Category 3: lowest 30% of high schools (MPS percentiles 70-99)
  - Category 3 schools are further divided into 3 sub-categories: Large (400 or more), Small (fewer than 400), and Alternative/partnership

The nineteen schools listed are those that demonstrate that highest need. A random selection from those schools that have at least 70% of staff committed to the project will be used to determine the 16 pilot schools during the planning year (Appendix B).

**(3) A definition of what it considers a “comparable” school:** The Milwaukee Public Schools Division of Research and Assessment defined School Performance Ratings which was applied to the list of traditional MPS schools. The performance ratings were conducted for four groups of schools; elementary (K5 to 5) schools, K-8 schools, middle schools (grades 6-8) and high schools (grades 9 to 12). Tier I, Tier II and Tier III schools were not included nor were schools which closed at the end of the 2009-10 school year. Schools with performance levels of 3 (under 30% in percent ranking) were identified as high need for each of the four groups of schools. The proportional enrollment of each group of schools to the combined enrollment of all schools was computed. The percentage of each group was multiplied times 30 schools to identify the number of high need schools in each group. Based upon these percentages, 8 elementary schools were identified as high need, as were 14 K-8 schools, 3 middle schools and 5 high schools. Comparable schools were then identified by matching the average range of enrollment, percent of students with disabilities (Sw/D), percent free and reduced lunch (FRL), percent English Language Learners (ELL) students and percent minority for group of high need schools in each of the four school types (Appendix C).



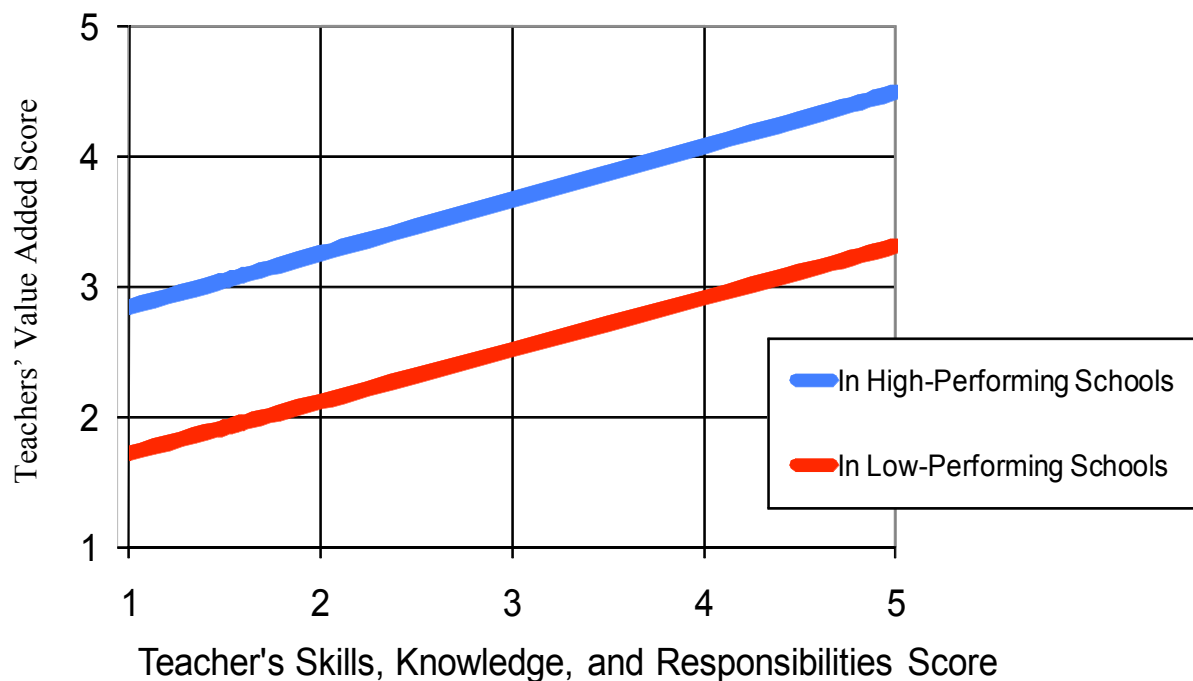
## **Project Design**

*Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* will encourage and support teachers through the development of effective and engaging instructional strategies to ensure that all students are educated.

**1 (i) The methodology to determine the effectiveness of a school's teachers, principals:** The TAP™ system uses multiple valid and reliable measures to evaluate teacher and principal effectiveness in its performance-based compensation system: value-added assessments and classroom observations. The TAP™ system, several state education agencies and many contemporary researchers use a statistical method called “value-added” to measure the contributions of teachers and schools to student achievement during a school year. This method requires matching each student's test scores to his or her own previous scores in order to measure the student's progress during the year—not only the student's attainment at the end of the year. Value-added separates the impact of a school year on a student from the student's prior experiences in and out of school, individual characteristics, socioeconomic status and family conditions. As a result, schools and teachers can become more accountable for how well they teach rather than how advantaged or disadvantaged their students were at the beginning of the year. To put it another way, value-added tells you how much the school and teacher have contributed to student learning compared to other schools and teachers with similar students. Value-added data, measured at the classroom (when data is available) and school levels, accounts for half of teacher annual bonuses under the TAP performance-based compensation system. Teacher effectiveness in TAP schools is measured by meeting or exceeding proficiency on SKR scores (Skills, Knowledge and Responsibilities) and student growth measures (competitive preference priority 4-1).

In TAP schools, higher classroom observation scores for career teachers during the school year are associated with higher value-added assessment scores for their students at the end of the year (using data for 1,780 TAP™ teachers in ten states for school years 2006-07 and 2007-08). As the graph below shows, the relationship between teacher classroom observation scores and student achievement growth holds true regardless of the school's overall level of performance. This provides an important validation of the TAP™ system's teacher evaluation system and its link to improvements in student achievement. It also illustrates that TAP™ uses valid and reliable measures to assess student growth and teacher effectiveness.

### **Teachers with High Classroom Observation Scores Demonstrate High Value-Added to Student Achievement Growth**



The TAP™ Skills, Knowledge and Responsibilities score (from TAP™'s classroom observation) measures the same thing as the value-added score—excellence in teaching. When teachers demonstrate strong instructional skills as measured by the TAP™ observation methods and

rubrics, their students show higher academic growth regardless of previous achievement and socioeconomic status.

The value-added model will be clearly explained to teachers to enable them to use the data generated through the model to improve classroom practices. Master and mentor teachers will support the career teacher in understanding and analyzing student growth measures and how teaching relates to this growth. Teachers will be provided with the support needed to systematically address the needs identified through assessment (competitive preference priority 4-2).

The Division of Research and Assessment in MPS has developed workshops on the use of data modeled after ComStat sessions used in some governmental organizations (e.g. Baltimore Police Department). Integral to the workshop is the use of technology; MPS has a robust data warehouse, first launched at the start of the 2007-08 school year. The warehouse provides unprecedented access to reports on student data like attendance, discipline, test scores and grade point averages. In 2008-09, the district released an updated version of the companion dashboard for school leaders. In order to provide data for district staff, a dashboard was also developed for district leaders. The new dashboards are fully aligned to the student-oriented metrics in the district's strategic plan, *Working Together, Achieving More* and permit at-a-glance views of progress toward district targets. Both the district and school leader dashboard metrics are built on the premise that, to be relevant, data must be both timely and actionable. To that end, the dashboard views have both lagging and leading indicators. Lagging indicators generally provide a historical view and are typically collected less frequently (e.g. percent of students enrolled who tested at/above proficient on the state tests) while leading indicators are collected more frequently and provide information about whether or not the school is on a trajectory to meet

established targets (e.g. percent of students enrolled today who tested proficient/advanced on the benchmark assessments).

Each month, school leaders receive training on the use of these data. They review data on their dashboards with their peers, discuss trends, identify discrepancies between target and actual performance, and share with their colleagues possible strategies to address students' needs. Coined "MPS EdStat," the process is designed to support data-informed decision-making throughout the district. EdStat follows four steps commonly seen in total quality management/continuous improvement -- Plan, Do, Study, Act cycle. MPS EdStat focuses on the "study" step as school leaders examine and publicly present their data in their regional clusters. The professional development plan for the EdStat workshops involves various actors within the system. Each month, a half-day EdStat briefing is held the week prior to the SOS Leadership Conference to provide training to the district-level staff responsible for facilitating the EdStat workshops. During the briefing, these support staff are trained by Research and Assessment personnel most familiar with the data warehouse dashboards and reports and the school improvement plan.

School leaders participate in EdStat workshops for two hours each month, and special education supervisors, assistant principals, and curriculum generalists participate in the same training in the afternoon. Each school learning teams has also been trained in EdStat. The intent is to build capacity and a shared sense of responsibility across the district to use the EdStat process to identify students who are struggling in terms of academics, attendance and behavior and to provide interventions when appropriate.

At the end of each year, the EdStat workshops culminate in a two-day workshop for every school in the district. Learning teams from each school come collaborate as they revise

and update their School Improvement Plans. Using the Plan, Do, Study, Act cycle, participants analyze end of year outcome and survey data and discuss and revise their strategies for improvement.

Similarly teachers in selected schools receive training for one hour each month in ClasStat, a variation of MPS EdStat focused on classroom and grade level data. Teachers are trained to use the Plan, Do, Study, Act cycle to determine when and how to modify instruction, intervene and monitor the progress of students receiving intervention.

**1(ii) Provide performance awards to teachers and principals:** The funding to be allocated to incentive bonuses is [REDACTED] or teachers, [REDACTED] for assistant principals and [REDACTED] for principals. This is over 5% of the average teacher salary in the district and between 8% and 10% of the average principal salary (which depends on school size and level). This level of incentive has been recommended by National Institute for Excellence in Teaching (NIET) based on experience with the TAP™ model in other places. However, when the incentive is implemented, different bonus amounts will be linked to different levels of performance. While the exact performance thresholds will be determined during the planning year in collaboration with the union and approval of the U.S. Department of Education, we envision a graduated set of bonuses with three bonus amounts based on levels of performance. For example, the minimum teacher bonus might be [REDACTED] for being proficient on the TAP™ observation rubric, being about average in classroom value-added and working in a school that has average value-added. A larger bonus, for example, [REDACTED] would be awarded for being exemplary on half of the TAP™ evaluation rubrics, having classroom value-added substantially above average, and working in a school with above-average value-added. A teacher might receive [REDACTED] for being exemplary in all domains of the TAP™ rubric, having far above average classroom value-added, and working

in a school in the highest category of the school value-added distribution. While there is little solid research on the size of incentives needed to motivate behavior change (Center for Educator Compensation Reform, undated)<sup>3</sup>, these amounts are larger than what many Round 1 and 2 Teacher Incentive Fund grantees pay out. The bonus funding proposed is within the 4-8% recommendation made by Odden & Wallace (2007)<sup>4</sup> and is above the 3% of annual pay median found by McAdams & Hawk (1994)<sup>5</sup> in their study of 661 private sector performance bonus plans. Recent evaluations of bonus programs in Texas (e.g., Springer et al, 2009a, 2009b)<sup>6</sup> found little relationship between bonus sizes and improvements in student achievement. Since the motivational impact of bonuses is determined not only by the amount, but also by educators' beliefs that their efforts can lead to goal attainment, that goal attainment will lead to bonus receipt, and that the bonus is worth the effort required (Kelley, Heneman, & Milanowski, 2002;<sup>7</sup> Lawler, 1981)<sup>8</sup> other features of PBCS design and implementation are likely to be as influential as the bonus amount. The TAP<sup>TM</sup> model provides several features that influence educators' beliefs that they can succeed, and which lower the perceived cost of efforts to meet performance goals, including the job-embedded professional development provided to cluster teams, which is expected to increase instructional skill and self-efficacy for improving student achievement, and the collegiality and sharing of best practices and promoted by the cluster organization. In addition, the TAP<sup>TM</sup> evaluation and implementation rubrics provide clear behavioral performance expectations that compliment the bonuses in influencing behavior (absolute priority 3).

**1(iii) Explanation of how teachers, principals are determined to be effective:** MPS teachers participating in *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* will be determined “effective” using value-added analysis of student achievement (competitive

preference priority 5). Value-added analysis provides a measure of the contribution of a teacher or school to gains in student achievement. Under TAP, the value-added assessment is expanded to an entire year of learning for each child. Value-added analysis is beneficial for many reasons especially when determining the effectiveness of the teacher and principal. Value-added is a more accurate way to measure the academic gain or growth of each student over a period of time. Value-added tracks the same student over time rather than comparing one group of students one year to the next year's group of students who may be very different from one another. It attributes the gain or growth to a specific school and teacher(s) responsible for educating students during the year.

Value-added is currently used in Milwaukee Public Schools to evaluate school performance. Its analyses focus on growth in student achievement from year to year. The statistical model used measures achievement growth for each school or teacher by calculating the increase in scale scores from year to year for essentially the same groups of students, adjusted for factors such as prior academic achievement, ethnicity, gender, mobility and eligibility for free and reduced lunch. The statistical model was developed by Rob Meyer, Ph.D., Director of Value-Added Research Center housed within the Wisconsin Center for Education Research at UW-Madison. Value-added scores are generated for MPS by school and by grade within each school. This allows schools to target specific grades for focused attention.

TAP<sup>TM</sup> leadership teams, comprised of the principal, master and mentor teachers, will use the value-added data to address the instructional needs of teachers. The leadership teams will be able to identify “best practices” that have a positive impact on student achievement by looking at the value-added scores and comparing them to the teacher's evaluation scores. The scores will

also be used to conference with teachers and inform development of individual professional growth plans to reach the instructional goal.

Teachers will use the value-added data from their own students to look at trends in their own instruction. It allows for the teachers to meet the needs of all students effectively and support the growth of their students even though they are at different ability levels.

According to National Institute for Excellence in Teaching (NIET), the teacher's individual score is called the "classroom-level value-added." It is the average gain of all students assigned to a teacher. The teacher must teach in a tested grade and subject and have at least 10 students with prior and current year testing data. Teachers whose students make a full year's academic growth compared to their expected performance for the year based on previous tests as well as comparison to similar students receive a score of "3". If they make more than one year of academic growth the teacher receives a score of "4" and teachers whose students make significantly more than one year of academic growth receive a score of "5". The scale is interpreted as follows:

VA 1= Far below average in effectiveness, with students gaining much less than a year's growth.

VA 2= Below average in effectiveness, with students gaining less than a year's growth.

VA 3= About average in effectiveness, with students gaining approximately a year's growth.

VA 4= Above average in effectiveness, with students gaining more than a year's growth.

VA 5= Far above average in effectiveness, with students gaining much more than a year's growth.

School wide achievement is used because some teachers do not have enough students that are tested to calculate individual classroom results. Teachers therefore, receive compensation based on the school-wide performance. This also leads to conditions in the school for



collaboration, staff collegiality and alignment of organizational resources for instructional improvement while working toward a common goal.

The school wide score is a composite of all tested grades and subjects. Each student included in the calculation must have a least two consecutive years of test results. The scores are based on academic growth just as teacher's scores are based on "1-5".

Just as effective teachers have a direct impact on student achievement so do effective principals. The *School Leadership Study: Developing Successful Principals* found that there is a growing consensus on the attributes of effective school principals. Successful school leaders influence student achievement through two important pathways — the support and development of effective teachers and the implementation of effective organizational processes (Davis, Darling-Hammond, LaPointe, Meyerson, 2006)<sup>9</sup>. In order to be considered "effective" for the purposes of the proposed PBCS, under TAP<sup>TM</sup>, the principal must be a strong instructional leader, an expert administrator and serve to create a vision of increased student achievement through the utilization of TAP<sup>TM</sup>. In order to do so, a TAP<sup>TM</sup> principal must be at least proficient in the following four principal leadership standards:

1. Developing an Exemplary School Plan: The school plan should include specific data-driven student achievement goals, curricular/instructional interventions and at least quarterly updates on progress. The plan will be easy to understand, identify and utilize meaningful measures of progress including teacher formative assessment, benchmarks and state standardized test scores (WKCE data) and will identify corresponding instructional interventions required to address identified student needs.
2. Effectively communicate student progress: Student assessment data will be used to guide and focus staff, students and parents on student progress. A communication plan will be developed

that regularly updates the community on student progress, exemplary performances and successful practices.

3. Knowledge of Quality Instruction Practices: The principal is able to identify, promote, teach and describe quality instructional practices. The principal must conduct teacher observations and post-observation conferences that will lead to an increased teacher instructional proficiency.

4. Knowledge of Curriculum: The principal must know each teacher's level of proficiency in teaching the current curriculum. Knowledge of the state standards and how the curriculum addresses these standards and the ability to articulate the curriculum across grade levels and student sub-groups is also required.

**(2) Has the involvement and support of teachers, principals, and support of unions:** MPS realized the importance of having state, district, union, school board and community support prior to the implementation of TAP<sup>TM</sup>. The most recent discussion surrounding the performance based compensation system began in August 2009, with Wisconsin Center for Educational Research-University of Wisconsin-Madison (WCER), and continued in October 2009, with representatives from NIET. In May and June 2010, MPS discussed the proposed model with the Wisconsin Department of Public Instruction (DPI), the Principal Investigator for the National Education Association Foundation (NEA) Foundation Grant to Close the Achievement Gap for Milwaukee Public Schools and the Milwaukee Teachers' Education Association (MTEA). The district and MTEA officials held several meetings during the month of June. Specific meeting dates were June 3, 7, 14 and 15 where the goal was to develop an outline for *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee*.

Milwaukee Public Schools will continue to build and maintain support from a broad group of stakeholders including officials from the Milwaukee Board of School Directors and

local and state community representatives. Teachers, principals, district, and union representatives will engage in an in-depth dialogue with TAP™ state leadership to understand the TAP™ model, including planning for its implementation and financial sustainability (Appendix D).

During the planning year, TAP™ leadership participants will hold presentations at the school site to answer remaining questions and build staff buy-in before the teachers vote. It is important to explain to teachers and principals the components of the PBCS and the methodology and criterion the district used to determine how schools were ranked. From this ranking, 16 schools over the course of the project period will be invited to participate. Participation is dependent on schools that demonstrate a 70% buy-in.

Transparency and communication are key components of successful project implementation. MPS values community views and opinions of the TAP™ model and will establish multiple means of relaying information. MPS will communicate both internally and externally about the TAP™ system and its components through district wide meetings at central services and school sites, posting of informational documents and links for internal and external viewing on the district website. Research from National Institute for Excellence in Teaching (NIET) has shown that stakeholder support every step of the way is vital for successful implementation and program fidelity.

NIET has found evidence of a high degree of collegiality in TAP™ schools as reported by teachers. In 2009, 94% of teacher respondents in TAP™ schools agreed that collegiality was strong at their school.

NIET administers an annual teacher survey to monitor career, mentor and master teachers attitudes and satisfaction about the implementation of TAP™ at their specific school site. From

this survey we find levels of support for the elements of TAP™ including accountability and performance-based compensation are high and growing. When combined with professional growth in an applied, collaborative setting, accountability through classroom evaluations and performance-based compensation are compatible with increased collegiality. The TAP™ cluster groups mitigate challenges and concerns teacher may have and provide teachers with a shared path toward improvement and naturally facilitate collegiality.

**(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals:**

It has been shown that there is a need for a multiple rating for a fair evaluation system of teachers and principals. The TAP™ evaluation system is different from past practices where observations by the principal were the primary evaluation system being used and principal evaluations were conducted by supervisors several times a year.

MPS will be using the TAP™ system, which is based on educator performance observations and objective student performance. The model bases 50% of the administrator and teacher incentives on performance observations. For teachers the other 30% can be earned for classroom-level value-added and 20% for schoolwide value-added, for teachers of subjects with appropriate tests. For teachers of non-tested subjects, the model bases the other 50% of the incentive on schoolwide value-added. For administrators, the other 50% of the incentive is based on schoolwide value-added. The use of value-added measures in this incentive model is superior to use of attainment or simple change in attainment as a basis for incentives because it better controls for influences on test performance that are beyond teachers' or schools' control. In addition, value-added measures of student achievement avoid incentives to focus on students near proficiency thresholds and recognize achievement growth of students at all ability levels.

MPS has had an operational school level value-added system for almost 10 years, and has been piloting classroom level value-added for three years.

Teachers and principals will earn differentiated rewards based on their effectiveness, as measured by observations and student growth data. Teachers will receive three or more observations a year by trained and annually recertified evaluators using a research-based rubric. The rubric has 19 indicators and five ratings categories to allow for meaningful differentiation in effectiveness (absolute priority 1a).

NIET developed responsibilities for performance standards master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The aggregated scores from the Teacher Responsibilities Survey completed by trained evaluators are included in an overall “SKR score.” It is comprised of the classroom evaluation scores and the responsibilities survey scores.

A joint labor management committee will be formed with MPS and Milwaukee Teacher Education Association (MTEA) representatives, the Wisconsin Department of Public Instruction advisors, and district retained independent experts to develop a teacher performance evaluation system. Teacher impact on student achievement will be a significant factor of the evaluation system.

Under TAP<sup>TM</sup>, teacher performance is measured by:

1. The skills, knowledge, and responsibilities a teacher exhibits as evaluated during classroom observations;
2. The value-added gains the teacher produces in his or her classroom’s achievement; and
3. The value-added gains the school produces in student achievement.

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[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]			[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system.

The TAP<sup>TM</sup> system of teacher evaluation differentiates effective from ineffective teaching, in contrast to many existing evaluation systems that rate all teachers as satisfactory. The TAP<sup>TM</sup> rubric sets high expectations for what effective teaching should look like, therefore it is designed to identify a range of proficiency on various indicators, it is not expected that a teacher should receive a score of 5, indicating truly exemplary performance, on every indicator during an evaluation. As a result, there is a wide distribution of individual teacher performance ratings in TAP<sup>TM</sup> schools, providing a more accurate representation of teachers' instruction. For example, during the 2007–2008 school year, *averaged* teacher ratings on the TAP<sup>TM</sup> rubric ranged from a score of 1 to 4.95, with a median score of 3.57.

In January of 2010, MPS began a project to redesign its principal evaluation system. Working with technical assistance experts on human capital from the Value-Added Research Center at the Wisconsin Center for Education Research, a framework for principal evaluation was developed using a scorecard approach.

Principals would receive summative ratings in four areas: Leadership Behavior, Implementation of the School Improvement Plan, Student Outcomes, and Compliance. A scorecard approach was chosen for two reasons: 1) to recognize that leaders' behaviors drive success in implementing school strategies for improving teaching and learning, which in turn drives student achievement, and 2) to reflect the complexity of the school leader role. The structure of the proposed scorecard is shown in the table below.



<b><i>Scorecard Area</i></b>	<b><i>Performance Domains</i></b>	<b><i>Methods of Measurement</i></b>
Student Outcomes	<p>Student Reading &amp; Math achievement on state tests</p> <p>Student Attendance</p> <p>High School Completion Rate</p> <p>ACT Composite test score (HS)</p> <p>Total Quality Credits ( HS; measures 9<sup>th</sup> graders' foundation for on-time graduation)</p>	<p>Attainment (e.g., % of students scoring at proficient/advanced levels)</p> <p>Improvements in attainment (e.g. increase in the % of students scoring at proficient/advanced)</p> <p>Value-added (for state test achievement in grades 4-8)</p>
Implementation of the School Improvement Plan	Evaluator & principal agree on 2-3 key strategies from school improvement plan as the focus each year.	Quantitative and qualitative implementation indicators agreed on in advance by principal & evaluator
Leadership Behaviors	<p>Instructional Leadership</p> <p>Human Capital Leadership</p> <p>Community Leadership</p>	Judgments of evaluators based on evidence collected & rubrics describing levels of behaviors
Administration & Compliance	<p>Special Education Compliance</p> <p>Financial Management</p> <p>Facilities Management</p> <p>Compliance with Federal, State, &amp; District Policies/Laws</p>	Reports and other input from central office units responsible for programs; inspection visits by evaluators using checklists

Principals would receive a full evaluation every two years. They would receive interim evaluations in the compliance and school improvement plan implementation every year.

Assistant principals would be evaluated on the appropriate leadership behavior domains and on school improvement plan implementation.

*Student Outcomes:* This area has been designed to be consistent with the MPS school ranking system. The outcome measures include attainment, improvement in attainment, and value-added measures. The idea is to recognize three different aspects of school performance in achieving the student outcome goals in the district's strategic plan: attainment, improvement toward school and district attainment goals, and productivity (measured by school value-added, where available). Different outcome indicators are used for different school levels. The basic distinction is between K-5, K-8, and middle schools versus high schools. The specific outcomes are shown below.

<b>Outcome Measures and Rating Method for K-5/K-8/Middle Schools</b>		
<b><i>Outcome Dimension</i></b>	<b><i>Levels</i></b>	<b><i>Weight/Score</i></b>
<b>Reading/ELA Achievement</b>		40%
Attainment	1 = < 50% proficient/advanced 2 = 50-69.9% proficient/advanced 3 = 70-79.9% proficient/advanced 4 = 80% and greater proficient/advanced	Average the ratings across for each sub dimension and multiply by .40
Growth in Attainment <sup>a</sup>	1 = No improvement 2 = .1 to .499 % point growth 3 = .5 to 1.0 % point growth 4 = 1.0 and greater % pt. growth	

Value-Added	1 = > 1 SD below district average 2 = Below district average but by less than 1 SD 3 = Above district average, but by less than 1 SD 4 = 1 SD or more above district average	
<b>Math Achievement</b>		40%
Attainment	1 = < 50% proficient/advanced 2 = 50-69.9% proficient/advanced 3 = 70-79.9% proficient/advanced 4 = 80% and greater proficient/advanced	Average the ratings across for each sub dimension and multiply by .40
Growth in Attainment <sup>a</sup>	1 = No improvement 2 = .1 to .499 % point growth 3 = .5 to 1.0 % point growth 4 = 1.0 and greater % pt. growth	
Value-Added	1 = > 1 SD below district average 2 = Below district average but by less than 1 SD 3 = Above district average, but by less than 1 SD 4 = 1 SD or more above district average	
<b>Attendance</b>		20%
Attendance Rate	1 = <90% 2 = 90-92.9% 3 = 93-94.9% 4 = >= 95%	Average the ratings across for each sub

Growth in Attendance Rate <sup>b</sup>	1 = No improvement 2 = .1 to .499 % point growth 3 = .5 to 1.0 % point growth 4 = 1.0 and greater % pt. growth	dimension and multiply by .20
Area score is sum of dimension scores		Total Score

(a) Schools with 90%+ attainment receive full credit for growth in reading/ELA or math attainment

(b) Schools with 95% attainment receive full credit for growth in attendance

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every MPS teacher:

- Demonstrates knowledge of subject content, developmental levels, learning styles, and instructional strategies;
- Plans in order to successfully engage every student;
- Provides strong effective instruction;
- Establishes high expectations for every student's academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society;

- Demonstrates belief in the potential of students and projects a positive attitude about teacher and students;
- Engages in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time;
- Creates classroom climate that is nurturing & fosters mutual respect, cooperation, and fairness.
- Develops a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance;
- Communicates effectively with all students, parents, staff, and community members.
- Helps to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses; and
- Grows professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teaching specialists, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/physical education teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

**(4) Includes a data-management system that can link student achievement data to teacher and principal payroll and human resources systems:** TAP<sup>TM</sup> provides state, district and school leaders with data and technology tools to provide a means for real-time monitoring of

system implementation. The evaluation structure generates real-time data school personnel can use in decision making. Many TAP<sup>TM</sup> schools opt to manage their teacher observations and performance-based compensation calculations using a third party web-based application, the Comprehensive Online Data Entry system (CODE). Using CODE, authorized personnel can generate a number of analytical reports summarizing teacher performance. Reports on average total score and average on each performance standard are available by whole staff, cluster, grade-level, subject-level, teacher type and individual teacher to assist with identification of the particular strengths and weaknesses that need development within a school's faculty. TAP<sup>TM</sup> provides support to school personnel in how to monitor and utilize data to inform school goals and planning. This system also facilitates monitoring of evaluations to ensure "grade inflation" or "grade deflation" is not occurring. Any significant discrepancies between evaluators in scoring teacher evaluations are flagged and discussed.

In 2006-07, MPS partnered with VersiFit Technologies, a vendor with extensive experience in K12 data warehousing, to replace its existing and inadequate home-grown data warehouse. In 2007-08, the new data warehouse was launched and training on access and use began. The data warehouse contains millions and millions of rows detailed records on student attendance, registrations, test scores, discipline, courses/grades, and demographics. Via extract, transform, and load processes, most of the data in the warehouse are refreshed nightly from the student information system, eSIS. Within eSIS, each student is linked to his teacher(s) via courses. These linkages are also stored in the data warehouse and facilitate reporting of student detail by school, grade, and teacher.

In 2009-10, MPS again partnered with VersiFit to begin an ambitious data warehouse expansion project. Known as IRIS (Integrated Resource Information System), the project

involves installing and populating new data marts on staff, financials, data quality, programs/interventions, and surveys. The new staff data marts will provide the capacity to readily link, for example, professional development, years of experience, degree-granting institution, and licenses directly to student outcomes via the student-course-teacher-school (SCTS) link. The program data mart will enable the district to better link interventions and after-school programs (e.g. Supplemental Services) to student outcomes, and the financial data mart will permit cost-benefit analyses of various combinations of services, programs, professional development, and staffing levels. With the addition of the data from the annual surveys of instructional practices and climate, district staff will be able to research the relationships between walk-through observational data, reported instructional practices data, and student outcome data. Data quality for the SCTS link is reviewed periodically. Researchers from the Value-Added Research Center at the Wisconsin Center for Education Research (UW-Madison) have worked closely with MPS technology staff and Versi-Fit Technologies to examine the data quality. Both process and technical changes have occurred as a result of this collaboration, thereby improving the accuracy of the linkages reported in the data warehouse.

**(5) Incorporates high-quality professional development activities:** TAP<sup>TM</sup> uses an on-site professional development system. In addition to the individualized, classroom based, ongoing coaching and feedback provided by mentor and master teachers, groups of teachers meet in grade or subject specific clusters several times a week to review data and collaborate.

Professional development will be informed by the outcomes of teacher evaluations at the individual and school-wide levels. Effective and highly effective educators will be identified through teacher evaluations that include observations and value-added data of student achievement. Objective measures of student achievement gains must be a major component of

teacher evaluation. Clearly defined standards of quality instruction should be used to assess a teacher's classroom performance. Evaluation will differentiate levels of teaching efficacy to identify opportunities for professional growth and drive PBCS. Clearly defined, meaningful evaluation systems provide an opportunity for teachers to improve and will increase the retention of effective and highly effective educators (absolute priority 3).

Systematic, job embedded professional development transforms ineffective teachers into effective teachers. There have been many models of professional development that have been tried. Research on effective models of professional development suggests that intensive and sustained efforts over a period of time are more likely to be effective in improving instruction than intermittent workshops with no follow-up mechanisms (Wei, Hammond, Andree, Richardson, & Orphanos, 2009)<sup>10</sup>. Effective professional development maintains sustained efforts over a period of time rather than sporadic themes throughout the year where teachers are lumped together. Jackson and Bruegmann (2009)<sup>11</sup> show that teachers improve when exposed to higher quality peers. Professional development that has as its goal, high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of professional development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. Job embedded professional development is a strong piece of *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee*.

Professional development with TAP™ is ongoing, job-embedded, collaborative, and student centered provided by school-based expert master and mentor teachers. It is designed to support career teachers in increasing their skills and effectiveness. Teachers will develop



Individual Growth Plans (IGP) which is a formal plan developed by each teacher with the assistance of the mentor or master teacher. Individual Growth Plans will support teachers in developing goals that lead to improved student achievement. Mentor teachers, with oversight from master teachers, will facilitate teachers in developing goals and acquiring interventions. The plan will drive individualized professional development to ensure progression of teacher skill development. Each teacher is required to develop and continually update their IGP.

Since professional development is job embedded the school schedule is restructured for time during the school day for career teachers to meet, learn, plan and share with other teachers. Every week, during the school day, master and mentor teachers lead career teachers in “cluster groups,” the basic unit for teacher professional growth. A nine week plan is used to align school goals to specific instructional strategies. The cluster group focuses on instructional improvement for increasing student achievement. Master teachers present field-tested instructional strategies that have been further refined with students in that school, ensuring that strategies are tailored to the specific needs of students. The professional development is related to individual student and classroom results (Reeves, 2010).<sup>12</sup>

The cluster groups use the process of STEPS for Effective Learning. The five step process is used to: 1) Identify student learning needs, 2) Obtain new teacher learning aligned to student need and formatted for the classroom, 3) Develop new learning with support in the classroom, 4) Apply learning to the classroom, and 5) Evaluate impact on student performance.

Professional development does not end with the cluster meeting. Teachers receive individualized support in their classrooms. This support is based on the needs of the teacher. The mentor teacher provides day-to-day coaching and mentoring services. Some of the support

offered is to collaborate with colleagues to construct lessons, observe and provide feedback, team-teach and modeling a strategy in a teacher's classroom.

State and district analysis of TAP™ teacher evaluation data shows that teachers improve their skills throughout the year due to TAP™'s effective support system. The rubric takes the standards of effective teaching and breaks them down by operationalizing each of the standards according to a five-point scale and clearly spells out what effective instruction should look like on each of 19 indicators. By identifying specific areas of improvement with detailed evidence from a teacher's instruction and concrete examples to address these areas, the rubric leads to effort on the part of teachers to improve and, as a result, leads to higher quality instruction.

Growth in teacher skills over time increases the level of effectiveness of the entire school and leads to growth in student achievement. The chart in Appendix G shows the average improvement in instructional skill scores over a two-year period for teachers in Texas and Louisiana. In the data shown in the chart, despite a dip over the summer, teachers demonstrated, on average, a path of improvement that continued over both years. (The growth in observed teacher instruction is not a linear relationship with time. Some teachers progress at different rates)

Furthermore, TAP™ teacher evaluation ratings are positively related to value-added achievement growth of students in their classrooms. A higher quality of instruction in the classroom would be expected to lead to greater student gains on standardized achievement tests, and this is true in the TAP™ system. On the five-point scale used by TAP™ schools, **1** represents significantly lower than one year of student growth for similar students; **3** represents one year of expected academic growth for similar students; and **5** represents significantly higher than one year of growth for similar students. The National Institute for Excellence in Teaching

(NIET) has identified a strong relationship between teacher classroom evaluation ratings and value-added indicators of student learning growth. The relationship between teacher evaluation scores and student value-added achievement growth holds true regardless of the school's overall level of performance.

In addition to building the capacity of teachers within the classroom, TAP<sup>TM</sup> increases the capacity of principals to effectively lead the schools through the development of the TAP<sup>TM</sup> leadership team. Training for the team consists of a series of five workshops. The first training is a four-day workshop, *Preparing for Success in a TAP<sup>TM</sup> School* (PSTS). During the workshop, the participants review the components of TAP<sup>TM</sup>, learn to effectively lead cluster group professional development activities and are introduced to the TAP<sup>TM</sup> Performance-Based Compensation and Instructionally Focused Accountability Systems. Some of the topics included in the training are leadership, team-building skills, test analysis, establishing standards-based classrooms and instructional supervision.

Once the leadership team has completed the PSTS training the next step is to participate in the *Preparing to Become a Certified TAP Evaluator* (PBCTE). The purpose of the workshop is for the TAP<sup>TM</sup> leadership team to learn how to use the TAP<sup>TM</sup> Rubrics for evaluation and as a professional growth tool to enhance teacher's instructional skills.

The third workshop is the *Becoming a Certified TAP<sup>TM</sup> Evaluator* (BCTE). The purpose of the workshop is to prepare TAP<sup>TM</sup> leadership team to become TAP<sup>TM</sup> Certified Evaluators. The team learns how to use the TAP<sup>TM</sup> rubrics performance standards to accurately analyze and rate classroom lessons and classroom environments, and how to plan for instructional conferences that refine and reinforce career teacher's skills in the areas of implementing instruction and establishing productive classroom environments.

The last two workshops, *Review One and Two of TAP™ Teacher: Instructionally Focused Accountability System and Recertification*, provide a review of the evaluation and conferencing skills learned in the other workshops. These workshops are repeated yearly.

The leadership team will be attending the yearly TAP™ Conference and the TAP™ Summer Institute. The National TAP™ Conference provides opportunities for schools, districts, states, and other organizations involved with TAP™ implementation across the country. The goal of the conference is to promote collaboration, provide strategies to improve implementation, increase national awareness of TAP™ and provide training opportunities for current TAP™ teachers. This is an opportunity for the team to learn more about TAP™ in practice and its role with innovative education reform.

The TAP™ Summer Institute provides intensive training for school leadership teams on how to systematically strengthen the skills and effectiveness of their teaching staff and increase student academic achievement. Session topics have included analyzing data, setting school goals, providing rigorous weekly professional development, and effectively observing and coaching teachers' instruction in the classroom. The team leaves the institute with materials to take back to the schools and utilize in support of ongoing applied professional growth.

The TAP™ leadership team is structured so that the principal shares responsibility for instructional leadership with master and mentor teachers. Principals share responsibilities for developing and monitoring the school's goals and academic plan; planning and implementing weekly "cluster group" meetings; analyzing student data; teacher evaluation and conferences; and monitoring individual teachers' professional growth.

The annual school review process involves NIET evaluators coming into a school for a day to observe how TAP™ is being implemented. The reviews will provide feedback on the

implementation of TAP™ and provide data measuring the quality and extent of the implementation. One of the key areas of observation is professional development. The reviews conclude with a set of recommendations regarding the areas in which schools are particularly strong or need additional assistance. State-level TAP™ staff regularly conduct site visits in which they may assess the effectiveness of the professional development. These highly-trained individuals may tackle issues on-site as they arise. In addition, NIET monitors trends in teacher effectiveness and student achievement to identify any broader areas of improvement in professional development.

The TAP™ system's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP™ provides teachers with:

- Differentiated compensation based on teacher and principal effectiveness;
- Powerful opportunities for professional growth;
- The ability to collaborate with peers during the school day;
- Fair and rigorous classroom evaluations to identify and improve teaching skills;
- School-based professional development led by expert master and mentor teachers to analyze student needs and identify strategies for student learning; and
- The opportunity to take on a new role as master or mentor teacher in order to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom.

Leadership roles that affect the other teachers in the school are structured through the ability to take advantage of multiple career paths will provide career growth opportunities through new roles and responsibilities (career, mentor and master teacher) and corresponding

growth in pay. The TAP™ career ladder allows teachers to take on additional professional responsibilities, with increased compensation, without entering an administrative position. The TAP™ model delineates three levels of teachers, and two levels of advancement. Career teachers are full time classroom teachers. Mentor teachers remain in the classroom, but also help to lead professional development efforts. Master teachers work full time in other teachers' classrooms, observing their instruction, modeling strategies, and team teaching. The “master teacher” role is a completely new role in schools, with this individual(s) serving as instructional leader to the faculty. Master and mentor teachers form a leadership team, along with the principal, to deliver school-based professional support and conduct classroom observations. Master and mentor teachers will receive annual stipends based on their performance of these new roles.

Performance pay will be aligned with teacher career advancement, highly effective professional development, and meaningful evaluations. (absolute priority 1c).

### **Adequacy of Support for the Proposed Project**

**(1) Achieve the project objectives on time and within budget, and includes clearly defined responsibilities and timelines and milestones for accomplishing project tasks:** *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* functions, responsibilities, and evaluation will be supported by quality personnel whose resumes' or job descriptions can be found in appendix E.

**Dr. Karen R. Jackson, Ph.D.**, will serve as project director. Dr. Jackson serves as the Executive Director, Department of Human Resources for Milwaukee Public Schools. As project director, Dr. Jackson will be responsible for the overall leadership and management of the Performance-Based Teacher and Principal Compensation Program. The project director will attend the Teacher Incentive Fund grantee meeting and topical meetings held yearly. Dr.

Jackson is an experienced and highly regarded administrator with extensive executive level and operations experience with six highly regarded urban and suburban school districts and county government. Dr. Jackson has served as the Associate Superintendent – Human Resources, Chief Administrative Officer, Director of Human Resources for three school districts and Director of Student Services, additionally she has reengineered business practices through integration of technology to maximize productivity. She has also implemented large-scale organizational and work culture changes to focus on improved customer service and raising student achievement and led successful recruitment efforts at each agency.

The roles and responsibilities of the **project coordinator** will be to oversee the day to day operations of the project, monitor the timeline and budget; provide the leadership to accomplish the goals and objectives; plan and monitor the professional development, regularly report project progress and perform all related compliance duties. The project coordinator will attend the Teacher Incentive Fund grantee meeting and topic meetings held yearly.

In year 3, an **executive master teacher** will be hired to implement and sustain TAP™ at a high level of rigor and effectiveness. The roles and responsibilities of the executive master teacher will be to offer training and consulting support for master teachers and to continue district TAP™ implementation.

District data collection will be overseen by **Deb Lindsey, Director of Research and Assessment**. Ms. Lindsey has served the district for over ten years in this capacity. She is responsible for administration of all district-wide large scale assessments, including the state's test (WKCE-CRT), quarterly benchmark assessments in grades 3-9, and the ACT completion of various local, state, and federally required school performance reports. In the past ten years, some of her major accomplishments include the district data warehouse redesign,

implementation of data retreats for school teams and EdStat workshops for school leaders, dissemination of and training on value-added data to augment school and program evaluation, and establishing partnerships with external parties to conduct rigorous, independent research on the efficacy of programs and policies.

TAP™ professional development and technical assistance will be provided by the **National Institute for Excellence in Teaching (NIET)**. NIET administers the Teacher Advancement Program and will conduct baseline reviews, provide training and guidance, and conduct initial site preparation for implementation.

The **principal** in a TAP™ school must be a strong instructional leader, an expert administrator, and serve to create a vision of increased student achievement through the utilization of TAP™. In order to do so, a TAP™ principal must be at least “proficient” in the following skills: developing an exemplary school instructional/academic improvement plan, communicating student progress, and exhibiting instructional leadership with knowledge of both quality instructional practices and of curriculum. He or she must also be knowledgeable about the TAP™ processes and be able to utilize them to advance student achievement.

**Master teachers** function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partner with the principal in evaluating other teachers.

**Mentor teachers** will be actively involved in enhancing/supporting the teaching experience of career teachers. Working with the leadership team, they participate in analyzing



student data and creating the academic achievement plan. They lead cluster meetings with the support from the master teacher as well as provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. With other mentor teachers and career teachers they plan for instruction with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self and team-directed.

Program **evaluation** will be conducted by an outside contractor, the University of Wisconsin-Madison's Center for Education Research. The evaluator will use a random assignment experimental control to provide comparison results between the participants and the control. The evaluator will work closely with the project director and coordinator/executive master teacher to focus on implementation of the project and discuss strategies to improve the services delivered.

**Goal:** Develop and implement performance-based teacher and principal compensation systems in 16 high-need schools.

<b>Objective 1:</b> Improve student achievement by increasing teacher and principal effectiveness			
<b>Performance Measure 1.1:</b> 100% of TAP schools complete training			
<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Milestones</b>
TAP™ Training Workshop: 4 day PSTS	August 2011	NIET Project coordinator Leadership team	Creation of 4 day training schedule
TAP™ Training Workshop: 2 day	August 2011	NIET Project coordinator	Creation of 2 day training schedule

PBCTE		Leadership team	
Develop school cluster plan	August 2011	Leadership team Division of Research and Assessment	Obtain student test results Provide scores to master teacher Master teacher will set goals
Start up of 2 day School Workshop	August 2011	Leadership team	Present: School goals aligned to cluster group goals Cluster group assignment and schedule Review of operations and guidelines for cluster groups Review of Individual Growth Plan (IGP) Review of instructionally focused accountability and PBCS
Job embedded Professional Development	Weekly	Master teacher Mentor teacher	Develop a weekly schedule, cluster group long range plan Utilize STEPS for Effective Learning
Professional Growth Block	Ongoing	Master teacher Mentor teacher	Individual Growth Plan

Mentoring and Coaching	Daily	Mentor teacher	Individual Growth Plan
TAP™ Training Workshop: Review One	Year 2 of implementation: August 2012	NIET Project Coordinator Leadership team	Schedule dates for the principal, master and mentor teachers to participate in trainings
TAP™ Training Workshop: Review Two	Year 3 of implementation: August 2013	NIET project coordinator leadership team	Schedule dates for principal, master and mentor teachers to participate in trainings
<p><b>Objective 2:</b> Reform teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement</p> <p><b>Performance Measure 2.2:</b>, A gain of 70% staff buy in from 16 schools in order to pilot PBCS (4 in project year 2, adding 4 each year in years 3-5)</p>			
Activity	Timeline	Person(s) Responsible	Milestones
Administration and MTEA meetings	Spring 2011	Project Director	MOU with MTEA regarding PBCS
Value-added calculations	Late Spring 2011	Division of Research and Assessment WCER	Arrangement made to have school level and classroom level value-added calculations done to support TAP™ PBCS
MOU	Spring 2011	Project Director	Schools sign MOU with NIET

**Objective 3:** Increase the number of effective teachers teaching poor, minority, and disadvantaged students in hard to staff subject areas.

**Performance Measure 3.1:** Changes in LEA personnel deployment practices, as measured by changes overtime in the percentage of teachers and principals in high need schools who have a record of effectiveness.

Activity	Timeline	Person(s) Responsible	Milestones
TAP™ school site presentations	Fall 2010	NIET Project coordinator	Schedule days
District solicit approval for TAP™	Winter 2011	Project director	Schedule information sessions and meetings
NIET review plan and provide feedback	Spring 2011	NIET Leadership team Project coordinator	Set up meeting and restructure class time to discuss
Submit planning worksheets to NIET	Spring 2011	Leadership team Project director	Collect planning sheets
Refine IRIS for tracking student-teacher assignments	Summer 2011	IRIS leadership team	Review current practices Make adjustments
Distribute incentives to	Summer 2012	Project Director	Clear incentive plan and increased retention of

teachers and principals			effective teachers
Establish a master and mentor selection committee	Spring 2011	Project coordinator	Review job descriptions Provide training
Review of the TAP™ Multiple Career Path opportunities	Spring 2011	Project coordinator School administrator	Review mentor and master teacher roles, responsibilities along with interview and selection process
School Board Presentation	Spring 2011	Project coordinator School administrator	Prepare board item to implement TAP™ fully in 2011-12 school year
School testing program	November 2011	School administrator School staff	Preparation of state standardized test materials (WKCE).
Master and mentor teaching positions posted	Spring 2012	Human Resources	Post positions on MPS Portal
Application review and interviews	Spring 2012	Human Resources	Pool of qualified candidates developed

Interview and selection of master and mentor teachers	Summer 2012	Master and mentor selection committee TAP™ director	Master and mentor teacher sign addendums to contract
<b>Objective 4:</b> Create a sustainable performance-based compensation system  <b>Performance Measure 4.1:</b> Changes in teacher and principal compensation systems in participating LEA's as measured by the percentage of a district's personnel budget that is used for performance related payments to effective (as measured by student achievement gains) teacher and principals.			
Activity	Timeline	Person(s) Responsible	Milestones
Career and Mentor teacher performance review	Yr 2: 2011-12 -2 Practice Evaluations Yr 3: 2012-13 Evaluations minimum of 4/ yr	Administrator (school or district level) Master teacher Mentor teacher	Complete evaluations Teachers will receive summative evaluation report
Master Teacher Performance Review	Yr 2: 2011-12 2 Practice evaluations Yr 3: 2012-13 minimum 4 evaluations/year	Administrator (school or district level) Master teacher Mentor teacher	Complete evaluations Teachers will receive summative evaluation report
School Review	Annually	NIET	Evaluation of school site

**(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate:** The time commitments of the project director and key personnel are appropriate and adequate to meet the goals and objectives.

<b>Time Commitment</b>	<b>Roles of Key Personnel</b>
Project Director 0.1 FTE other funding	Oversee project implementation, budget expenditures/revisions and coordinate the evaluation. Assure hire of a coordinator.
Project Coordinator 1.0 FTE TIF funding	Provide day-to-day management to accomplish the goals and objectives; monitor professional development, ensure grant compliance.
Master Teacher 1.0 FTE per school other funding	Analyze student data and create and institute an academic achievement plan. Lead cluster group and provide demonstration lesson, coaching and team teaching
Mentor Teacher 4.0 FTE other funding	Lead cluster meetings, provide classroom-based follow-up and extensive feedback and analyze student data.
Project Evaluator 1.0 FTE TIF funding	Provide formative and summative data analysis and reports.  Use a random assignment experimental control to provide comparison results between the participants and the control group. Work closely with the project director and coordinator to focus on implementation of the project and discuss strategies to improve the services delivered.
MPS Research and Assessment Consultant 31 hours per year	Consultants will work with external evaluator and project staff for the extraction of data to support the formative and summative evaluation process.

**(3) Support the proposed project with funds provided under other Federal or State**

**programs and local financial or in-kind resources:** Milwaukee Public Schools will provide funding and support for the implementation of TAP™. Funding will be used to pay salary augmentations to master and mentor teachers, provide performance rewards, hire replacements for master teachers, hire specialists to free up regular teachers to attend professional development cluster groups, cover costs of additional testing where necessary, and pay teachers for extra training days. Additional costs that need to be covered include fees associated with training, ongoing technical assistance and evaluation services. In years 3, 4, and 5 of the project, MPS has budgeted bonuses of [REDACTED] for teachers, [REDACTED] for assistant principals and [REDACTED] for the principal bonus pools. In addition, [REDACTED] or mentor teachers and [REDACTED] for each master teacher will be used for career growth opportunities for teachers through new roles and responsibilities as mentor and master teachers.

The first year of the project period will be a planning year used to hire staff, hold informational sessions, provide collaborative development workshops, gain staff decisions on participation, and provide professional development. In year 2, the first year of implementation, PBCS for four schools will be supported through TIF funding. Years 3, 4, and 5 additional schools will participate and MPS will take on an increasing share of the PBCS costs from non-TIF funds, namely reallocation of Federal Title funds. The following table provides a summary of the PBCS funding plan during the five-year project period (absolute priority 2a and b).



Project Year	Number of Participating Schools	TIF Funding PBCS costs	Non-TIF Funding for PBCS costs	Total PBCS costs
1	0	\$0	\$0	\$0
2	4			
3	8			
4	12			
5	16			

**(4) Costs are sufficient to attain goals and reasonable in relation objectives and design:** The requested grant amount and project costs are sufficient to attain *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* project goals and are reasonable in relation to the objectives and design of the project, as illustrated in the budget detail and narrative.

#### Quality of Local Evaluation

The Milwaukee Public school will work with its long time research partner, the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison, to develop an independent evaluation of the implementation and impact of the *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee* project. WCER evaluation staff will observe the planning process to help them understand the context of the project and work with the project staff and planning group to develop the specific evaluation questions. While all the details cannot yet be specified, this section describes the basic features of the evaluation design.

The design is based on a general Theory of Action for the proposed MPS performance-based compensation system (PBCS). We believe that a performance incentive system with the

following characteristics will improve principal and teacher practices and positively impact student learning: a) it is aligned with district improvement efforts, b) it is developed with stakeholder input, c) it is communicated effectively to stakeholders, d) it uses measures of teacher and principal performance and student achievement that are perceived as fair and accurate by teachers and principals, e) it includes professional development that makes use of measures of effectiveness (observational ratings and student growth) to support teachers and principals in improving practices, f) it provides incentives of sufficient size to influence educator behavior, and g) it is implemented with fidelity. The evaluation will address these implementation issues as well as impacts on student achievement, teacher effectiveness, and retention.

*A: Alignment with District Improvement Efforts*

To be maximally effective, performance based compensation systems need to be aligned with current school improvement reforms. The PBCS will build upon evaluation instruments currently being used or under development by the district (Principal and Teacher), including value-added measures and a new District-wide principal performance evaluation system. The evaluation will use document analysis, annual web-based surveys, and interviews to determine how closely the PBCS aligns with existing District school and instructional improvement and workforce improvement efforts.

*B: Developed with Stakeholder Input*

Stakeholder buy-in is an important contributor to sustainability and to developing a PBCS that is customized to specific district needs. The evaluation will use document analysis, annual surveys, and interviews to determine whether the program has been developed with stakeholder input and if stakeholders are satisfied with program components and process.

*C: Communicated Effectively to Stakeholders*

PBCS cannot influence educator behavior as intended unless the participating educators understand and accept the legitimacy of the program. The evaluation will use annual surveys and interviews to determine whether the program has been communicated effectively, as shown by staff levels of understanding and acceptance of the program.

*D: Measures of Teacher and Principal Performance and Student Achievement that are Perceived as Fair and Accurate.*

The district believes that the TAP<sup>TM</sup> evaluation system and the value-added system it will be using are accurate and fair. However, they also need to be perceived as such by staff whose incentives are based on them. The evaluation will use annual surveys and interviews to assess the degree to which performance measures as outlined in the management plan are perceived as fair by affected educators.

*E: Alignment of PD to support teachers and principals in improving practices*

The district plans to develop a PD program that will rely upon data (observations and student achievement) to guide professional development for teachers and principals so that they meet the observational and student growth requirements for PBCS awards. The evaluation will use document analysis, observation, surveys, and interviews to determine the alignment of the professional development with effectiveness measures and the PD needs they suggest, and the perceived effectiveness of the PD in improving teacher/principal skills and thus their ability to earn awards.

*F: Incentives of Sufficient Size to Influence Educator Behavior*

The district believes the amounts budgeted for incentives will be attractive to educators, but it is important to verify this belief and to determine whether the incentive actually motivates

changes in behavior. In particular, the incentive amount, and the perceived probability of receiving the incentive if performance goals are met must be high enough to compensate for the extra effort required. The evaluation will use surveys and interviews to assess whether educators see the incentive amounts as sufficient, the probability of receipt of goals as high, and whether they perceive that their efforts can lead to goal attainment.

#### *G: Is Implemented with Fidelity*

To be effective, the PBCS should be implemented with fidelity in each of the project schools. The evaluation will examine implementation fidelity in project schools by ongoing observations and interviews, quarterly meetings with the leadership team, and annual online teacher and principal surveys. Web-based surveys will assess the knowledge of teachers and principals in the project schools about the PBCS and their experiences with its administration. The evaluation will also look the program initiatives implemented in comparison schools (see below) to help interpret differences, or lack of differences, in impact measures between project and other schools.

### **Impact Evaluation**

The district will establish goals for the PBCS relative to a) improving school student achievement, b) improving the effectiveness of individual teachers and principals, and c) improving recruitment and retention of effective teachers. The student achievement goals will be based on the school goals set in the school improvement planning process, which are derived from the district's strategic plan.

*Student Achievement* - In addressing the question of the effectiveness of the PBCS in increasing student achievement, two types of analyses will be conducted: 1) a comparison of trends in student achievement, reduction in achievement gaps, and student achievement growth

between the project schools and a set of matched comparison schools; 2) a comparison of school average value-added between schools in the four implementation cohorts. The latter analysis will make use of a random assignment of the 18 schools that volunteer to opt into the program to program implementation in the second, third, fourth, and fifth years of the grant. The assignment will be constrained to try to balance school size and level. The phased implementation will allow comparison between the TAP and non-TAP schools in the second, third, and fourth year of the grant. This design is similar to that used by Mathematic Policy Research in evaluating the TAP-based PBCS in the Chicago Public Schools. We recognize the low power of the phased implementation comparison, which is one reason the matched sample comparison will be done.

*Improving Effectiveness of Teachers* - Teacher effectiveness as measured by observations and student achievement is expected to improve in response to the PBCS. The evaluation will track the trends in observational ratings of effectiveness and value-added in the project schools, and compare the value-added trend to the trend for teachers in the matched comparison and delayed implementation cohort schools. The evaluation will also assess the reliability of the observational performance ratings and the relationship between these ratings and the value-added measures of effectiveness.

*Improving Recruitment and Retention of Effective Teachers* - Retention of teachers will be compared between project and matched comparison schools and between implementation cohorts throughout the project. The evaluation will compare the year-to-year changes in the following indices: a) percentage of effective teachers remaining at their school from year to year, and b) percentage of effective new teachers returning for a second year.

**Fiscal Sustainability**

The district plans to develop a PBCS that is fiscally sustainable over the course of the grant and following the last year of the grant. The evaluation will use document analysis and project costs and funding sources to examine the likely fiscal sustainability of the PBCS.

**Reporting**

The evaluator will produce annual reports for MPS to use for planning and continuous program improvement, including a focus on implementation fidelity and the extent to which the parts of the theory of action are being realized. A final report will be produced in the final year of the project detailing the overall impact of the program on a) student achievement, b) effectiveness of teachers, and c) recruitment and retention of effective teachers.

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# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **Milwaukee Public Schools High Needs Documentation** Pages: **8** Uploaded File: **\\cs-adfilesrv-01.schools.mpsds.edu\jacksoba\My Documents\Teacher Incentive Fund 2010\Milwaukee Public Schools High Needs Documentation.pdf**

# Appendix A

## Teacher Data for High Need Schools

Milwaukee Public Schools  
Teacher Data for High Need Schools

Teacher Data for High Need Schools and Comparable Schools*								
Site No.	School Name	Total Teachers at site	BA Only	BA +16	MA/MS	MA +16	MA +32	Average Years Teaching
	<b>Elementary Schools</b>							
337	Kluge Elementary School	28	14%	18%	7%	18%	43%	13.05
93	Bruce Elementary School	28	7%	25%	4%	32%	29%	16.2
205	Hampton Elementary School	28	21%	29%	4%	18%	29%	11.2
150	Emerson Elementary School	19	0%	26%	5%	26%	42%	15.7
152	Engleburg Elementary School	37	3%	22%	16%	19%	41%	11.5
377	Gwen T. Jackson EC/Elementary School	22	14%	32%	9%	23%	23%	11.7
199	Green Bay Avenue Elementary School	26	4%	19%	8%	27%	42%	10.3
250	Lincoln Avenue Elementary School	50	8%	24%	14%	18%	36%	12
325	Silver Spring Elementary School	23	4%	35%	4%	17%	30%	10.7
94	Bryant Elementary School	20	15%	25%	5%	15%	40%	14.1
188	Garden Homes School	16	6%	19%	13%	6%	56%	19.7
81	Barton Elementary School	29	17%	17%	7%	24%	35%	15.8
89	Brown Street Academy	26	12%	35%	15%	19%	19%	9.9
322	Siefert Elementary School	19	16%	47%	5%	26%	5%	7.9
	<b>Average</b>	<b>22</b>	<b>12%</b>	<b>30%</b>	<b>8%</b>	<b>18%</b>	<b>31%</b>	<b>13.0</b>
	<b>K-8 Schools</b>							
319	Sherman Multicultural Arts School	35	9%	23%	20%	11%	37%	14
312	Starms Discovery Learning Center	32	3%	28%	9%	28%	31%	8.3
365	Townsend Elementary School	26	7%	27%	4%	23%	38%	10.8
218	Holmes Elementary School	28	11%	25%	14%	18%	32%	10.3
235	Keefe Elementary School	27	0%	37%	11%	22%	30%	11.2
270	Metcalfe School	20	20%	35%	10%	20%	15%	9.3
170	Fifty-third Street Community School	32	6%	22%	9%	38%	25%	11.7
226	Milwaukee Sign Language School	45	9%	29%	7%	18%	38%	10.4
110	Clarke Street Elementary School	25	20%	28%	12%	20%	20%	11.7
331	Sixty-fifth Street Elementary School	29	3%	24%	14%	17%	41%	12.9
102	Carver Academy (Palmer/Garfield Merge)	35	6%	37%	17%	20%	20%	8.4
241	Lancaster Elementary School	34	9%	18%	3%	29%	41%	11.3
179	Franklin Elementary School	21	5%	38%	14%	24%	19%	13.3
368	Trowbridge Elementary School	21	10%	29%	29%	14%	19%	9.8
223	Humboldt Park Elementary School	39	8%	28%	5%	38%	21%	14.5
256	Longfellow Elementary School	56	9%	36%	9%	21%	25%	9.6
274	Mitchell Elementary School	50	10%	28%	10%	20%	32%	11.2
356	Bethune Academy (Formerly 37th Street)	34	9%	41%	6%	18%	27%	10
370	Westside Academy I and II	43	2%	25%	14%	34%	26%	13.4
154	Thurston Woods Campus	39	10%	33%	13%	23%	21%	8.1
104	Cass Street School	23	9%	22%	4%	30%	35%	9.7
350	Thirty-fifth Street Elementary School	22	9%	36%	14%	5%	36%	9.9
360	Thoreau Elementary School	39	8%	18%	10%	33%	31%	11.6
185	Gaenslen School	53	6%	32%	15%	17%	30%	10
	<b>Average</b>	<b>40</b>	<b>8%</b>	<b>30%</b>	<b>10%</b>	<b>24%</b>	<b>28%</b>	<b>10.8</b>
	<b>Middle Schools</b>							
59	Roosevelt Middle School of the Arts	51	10%	29%	2%	16%	43%	11.3
6	Lincoln Center of the Arts	51	0%	25%	16%	24%	31%	13
41	Audubon Technology and Communication Ce	41	2%	22%	10%	27%	39%	12.4
86	Northwest Secondary	57	14%	33%	25%	12%	16%	9.2
	<b>Average</b>	<b>57</b>	<b>14%</b>	<b>33%</b>	<b>25%</b>	<b>12%</b>	<b>16%</b>	<b>9.2</b>

Milwaukee Public Schools  
Teacher Data for High Need Schools

Site No.	School Name	Total Teachers at site	BA Only	BA +16	MA/MS	MA +16	MA +32	Average Years Teaching
	High Schools							
18	Hamilton High School	113	11%	20%	7%	14%	47%	11.8
10	Genesis	9	33%	33%	11%	0%	22%	8.15
4	Community High School	13	8%	46%	8%	15%	23%	5.4
23	Milwaukee School of Entrepreneurship	8	13%	0%	13%	38%	38%	12.2
42	Alliance High School	11	0%	18%	0%	27%	56%	5.1
9	Professional Learning Institute	4	50%	25%	25%	0%	0%	2.5
27	New School For Community Services	8	0%	25%	0%	0%	75%	15.6
	Average	6	25%	25%	13%	0%	38%	9.1
	District		15%	n/a	11%	n/a	29%	10.7
	* Comparable schools are shaded							

# Appendix B

## High Need Schools

Milwaukee Public Schools  
High Need Schools list

Site No.	School Name		% of Pts-1	Performance Lvl	Enrollment	SpEd	FRL	ELL	Percent of Students by Ethnic Group						
									% Min.	NatAm	AfrAm	Asian	Hisp	White	Other
	Elementary Schools														
325	Silver Spring Elementary School	3	17.77%	3	305	11.8%	93.4%	0.0%	99.0%	0.0%	95.4%	0.7%	1.3%	1.0%	1.6%
94	Bryant Elementary School	3	13.33%	3	299	18.1%	86.0%	1.1%	94.3%	0.7%	80.3%	6.0%	1.7%	5.7%	5.7%
188	Garden Homes School	3	13.33%	3	217	21.7%	92.2%	0.0%	99.5%	0.0%	96.8%	0.5%	0.9%	0.5%	1.4%
81	Barton Elementary School	3	11.11%	3	400	19.5%	85.8%	1.9%	97.3%	0.5%	82.5%	7.0%	2.3%	2.8%	5.0%
89	Brown Street Academy	3	2.22%	3	353	22.7%	96.0%	0.0%	99.4%	0.3%	96.3%	0.6%	1.1%	0.6%	1.1%
322	Siefert Elementary School	3	2.22%	3	312	19.6%	96.2%	0.0%	100.0%	0.0%	94.2%	0.6%	2.2%	0.0%	2.9%
	Average				314	18.9%	91.6%	0.5%	98.3%						
	K-8 Schools														
223	Humboldt Park Elementary School	3	19.40%	3	596	13.1%	67.8%	29.8%	65.3%	0.8%	7.2%	29.5%	23.8%	34.7%	3.9%
256	Longfellow Elementary School	3	19.40%	3	905	17.0%	93.7%	38.8%	95.2%	1.2%	17.1%	0.4%	74.3%	4.8%	2.2%
274	Mitchell Elementary School	3	19.40%	3	765	16.9%	96.3%	42.7%	94.2%	1.6%	12.7%	1.3%	76.2%	5.8%	2.5%
356	Bethune Academy (Formerly 37th Street)	3	19.40%	3	462	21.0%	96.1%	17.4%	99.6%	0.4%	82.7%	13.0%	0.9%	0.4%	2.6%
370	Westside Academy I and II	3	19.40%	3	677	19.1%	97.2%	0.2%	99.9%	0.1%	94.1%	1.3%	1.2%	0.1%	3.1%
154	Thurston Woods Campus	3	17.91%	3	503	21.5%	94.4%	0.0%	98.0%	0.2%	93.6%	0.4%	1.6%	2.0%	2.2%
104	Cass Street School	3	11.94%	3	354	17.8%	91.8%	1.2%	96.6%	0.3%	82.8%	2.3%	4.5%	3.4%	6.8%
350	Thirty-fifth Street Elementary School	3	8.95%	3	319	21.3%	96.2%	0.0%	99.7%	0.3%	96.6%	0.9%	0.6%	0.3%	1.3%
360	Thoreau Elementary School	3	4.47%	3	591	14.4%	86.1%	0.5%	96.8%	0.8%	88.2%	2.2%	3.0%	3.2%	2.5%
185	Gaenslen School	3	2.98%	3	641	45.2%	91.0%	0.7%	94.4%	0.6%	75.5%	0.5%	10.8%	5.6%	7.0%
	Average				581	20.7%	91.1%	13.1%	94.0%						
	Middle Schools														
86	Northwest Secondary	3	18.18%	3	1057	20.7%	90.6%	0.4%	98.4%	0.8%	93.3%	1.3%	1.4%	1.6%	1.6%
	Average				1057	20.7%	90.6%	0.4%	98.4%						
	High Schools														
9	Professional Learning Institute	2	30.15%	2	69	43.5%	82.6%	1.4%	85.5%	0.0%	69.6%	1.4%	13.0%	14.5%	1.4%
27	New School For Community Services	3	23.80%	3	151	18.5%	76.2%	2.6%	94.0%	0.0%	85.4%	0.7%	5.3%	6.0%	2.6%
	Average				110	31.0%	79.4%	2.0%	89.8%						
	District				82444	19.2%	80.9%	10.5%	88.1%	0.8%	56.6%	4.8%	22.6%	11.9%	3.2%

# Appendix C

## Comparable Schools

Milwaukee Public Schools  
High Need Schools and Comparable Schools list

Site No.	School Name	% of Pts-1	Performance Lvl	Enrollment	SpEd	FRL	ELL	Percent of Students by Ethnic Group						Other
	Elementary Schools			PreK-12	PreK-12	Pre-K	K5-12	% Min.	NatAm	AfrAm	Asian	Hisp	White	
337	Kluge Elementary School	35.55%	2	355	23.4%	92.7%	11.8%	98.0%	0.0%	77.5%	13.5%	3.9%	2.0%	3.1%
93	Bruce Elementary School	28.88%	3	341	25.2%	89.7%	0.3%	97.9%	0.0%	86.2%	4.1%	1.5%	2.1%	6.2%
205	Hampton Elementary School	28.88%	3	367	24.5%	94.0%	0.0%	97.8%	0.3%	87.5%	1.4%	5.4%	2.2%	3.3%
150	Emerson Elementary School	26.66%	3	228	28.5%	83.3%	0.0%	94.3%	0.0%	84.2%	3.1%	2.2%	5.7%	4.8%
152	Engleburg Elementary School	22.22%	3	482	28.4%	87.1%	0.5%	96.3%	0.6%	87.8%	2.9%	1.0%	3.7%	3.9%
377	Gwen T. Jackson EC/Elementary School	22.22%	3	272	22.4%	96.0%	6.6%	100.0%	0.0%	94.5%	2.6%	0.4%	0.0%	2.6%
199	Green Bay Avenue Elementary School	19.40%	3	223	22.9%	93.3%	0.0%	99.1%	0.0%	88.3%	4.0%	4.5%	0.9%	2.2%
250	Lincoln Avenue Elementary School	17.77%	3	603	17.9%	97.5%	28.5%	90.7%	3.0%	20.4%	0.3%	63.7%	9.3%	3.3%
325	Silver Spring Elementary School	17.77%	3	305	11.8%	93.4%	0.0%	99.0%	0.0%	95.4%	0.7%	1.3%	1.0%	1.6%
94	Bryant Elementary School	13.33%	3	299	18.1%	86.0%	1.1%	94.3%	0.7%	80.3%	6.0%	1.7%	5.7%	5.7%
188	Garden Homes School	13.33%	3	217	21.7%	92.2%	0.0%	99.5%	0.0%	96.8%	0.5%	0.9%	0.5%	1.4%
81	Barton Elementary School	11.11%	3	400	19.5%	85.8%	1.9%	97.3%	0.5%	82.5%	7.0%	2.3%	2.8%	5.0%
89	Brown Street Academy	2.22%	3	353	22.7%	96.0%	0.0%	99.4%	0.3%	96.3%	0.6%	1.1%	0.6%	1.1%
322	Siefert Elementary School	2.22%	3	312	19.6%	96.2%	0.0%	100.0%	0.0%	94.2%	0.6%	2.2%	0.0%	2.9%
	<b>Average</b>			<b>339</b>	<b>21.8%</b>	<b>91.6%</b>	<b>3.0%</b>	<b>97.4%</b>						
	<b>K-8 Schools</b>													
319	Sherman Multicultural Arts School	80.59%	1	571	20.1%	93.0%	0.0%	99.3%	0.0%	96.3%	0.2%	0.9%	0.7%	1.9%
312	Starns Discovery Learning Center	77.61%	1	437	18.1%	91.8%	0.0%	99.8%	0.0%	92.0%	0.9%	1.1%	0.2%	5.7%
365	Townsend Elementary School	77.61%	1	370	27.3%	94.3%	0.0%	98.1%	0.3%	94.9%	0.3%	0.5%	1.9%	2.2%
218	Holmes Elementary School	73.13%	1	375	24.5%	98.9%	1.4%	99.5%	0.0%	92.3%	0.3%	4.8%	0.5%	2.1%
235	Keefe Elementary School	67.16%	2	364	19.8%	96.4%	0.6%	100.0%	0.0%	97.0%	0.0%	0.5%	0.0%	2.5%
270	Metcalfe School	67.16%	2	335	23.6%	97.3%	0.0%	100.0%	0.3%	97.9%	0.0%	0.3%	0.0%	1.5%
170	Fifty-third Street Community School	58.20%	2	437	24.5%	86.0%	0.0%	97.9%	0.0%	91.8%	0.2%	2.1%	2.1%	3.9%
226	Milwaukee Sign Language School	50.74%	2	565	24.6%	80.4%	1.2%	89.9%	0.7%	69.6%	4.8%	5.7%	10.1%	9.2%
110	Clarke Street Elementary School	44.77%	2	421	21.4%	98.3%	0.0%	99.5%	0.0%	98.1%	0.0%	0.0%	0.5%	1.4%
331	Sixty-fifth Street Elementary School	38.80%	2	357	32.2%	86.8%	0.9%	98.6%	0.0%	88.8%	2.8%	2.5%	1.4%	4.5%
102	Carver Academy (Palmer/Garfield Merge)	31.34%	2	532	20.9%	97.2%	0.0%	99.6%	0.2%	94.5%	0.0%	1.9%	0.4%	3.0%
241	Lancaster Elementary School	31.34%	2	484	22.1%	88.4%	1.1%	98.6%	0.0%	88.6%	5.6%	2.3%	1.4%	2.1%
179	Franklin Elementary School	28.35%	3	327	23.2%	95.7%	0.3%	99.7%	0.0%	95.4%	0.3%	1.5%	0.3%	2.4%
368	Trowbridge Elementary School	28.35%	3	283	22.3%	71.4%	2.0%	62.5%	4.9%	20.5%	2.8%	27.9%	37.5%	6.4%
223	Humboldt Park Elementary School	19.40%	3	596	13.1%	67.8%	29.8%	65.3%	0.8%	7.2%	29.5%	23.8%	34.7%	3.9%
256	Longfellow Elementary School	19.40%	3	905	17.0%	93.7%	38.8%	95.2%	1.2%	17.1%	0.4%	74.3%	4.8%	2.2%
274	Mitchell Elementary School	19.40%	3	765	16.9%	96.3%	42.7%	94.2%	1.6%	12.7%	1.3%	76.2%	5.8%	2.5%
356	Bethune Academy (Formerly 37th Street)	19.40%	3	462	21.0%	96.1%	17.4%	99.6%	0.4%	82.7%	13.0%	0.9%	0.4%	2.6%
370	Westside Academy I and II	19.40%	3	677	19.1%	97.2%	0.2%	99.9%	0.1%	94.1%	1.3%	1.2%	0.1%	3.1%
154	Thurston Woods Campus	17.91%	3	503	21.5%	94.4%	0.0%	98.0%	0.2%	93.6%	0.4%	1.6%	2.0%	2.2%
104	Cass Street School	11.94%	3	354	17.8%	91.8%	1.2%	96.6%	0.3%	82.8%	2.3%	4.5%	3.4%	6.8%
350	Thirty-fifth Street Elementary School	8.95%	3	319	21.3%	96.2%	0.0%	99.7%	0.3%	96.6%	0.9%	0.6%	0.3%	1.3%
360	Thoreau Elementary School	4.47%	3	591	14.4%	86.1%	0.5%	96.8%	0.8%	88.2%	2.2%	3.0%	3.2%	2.5%
185	Gaenslen School	2.98%	3	641	45.2%	91.0%	0.7%	94.4%	0.6%	75.5%	0.5%	10.8%	5.6%	7.0%
	<b>Average</b>			<b>535</b>	<b>21.1%</b>	<b>89.8%</b>	<b>11.1%</b>	<b>91.8%</b>						



Milwaukee Public Schools  
High Need Schools and Comparable Schools list

Site No.	School Name	% of Pts-1	Performance Lvl	Enrollment	SpEd	FRL	ELL	Percent of Students by Ethnic Group						
				PreK-12	PreK-12	Pre-K	K5-12	% Min.	NatAm	AfrAm	Asian	Hisp	White	Other
	Middle Schools													
59	Roosevelt Middle School of the Arts	72.72%	1	819	19.9%	79.4%	0.5%	94.7%	0.2%	88.5%	1.0%	2.6%	5.3%	2.4%
6	Lincoln Center of the Arts	45.45%	2	777	18.0%	85.7%	18.0%	96.3%	0.5%	63.2%	3.5%	24.8%	3.7%	4.2%
41	Audubon Technology and Communication Center	54.54%	2	624	20.7%	86.2%	19.6%	83.5%	1.6%	18.4%	3.8%	56.7%	16.5%	2.9%
86	Northwest Secondary	18.18%	3	1057	20.7%	90.6%	0.4%	98.4%	0.8%	93.3%	1.3%	1.4%	1.6%	1.6%
	Average			1057	20.7%	90.6%	0.4%	98.4%						
	High Schools													
18	Hamilton High School	74.60%	1	1987	20.6%	76.3%	9.0%	82.1%	1.3%	36.2%	9.3%	34.0%	17.9%	1.4%
10	Genesis	47.61%	2	221	33.9%	88.2%	0.0%	99.5%	0.0%	99.1%	0.0%	0.0%	0.5%	0.5%
4	Community High School	71.42%	1	212	21.7%	90.1%	9.0%	93.9%	0.5%	65.1%	23.6%	2.8%	6.1%	1.9%
23	Milwaukee School of Entrepreneurship	76.19%	1	183	9.3%	77.6%	0.0%	97.8%	0.0%	95.1%	0.5%	1.6%	2.2%	0.5%
42	Alliance High School	58.73%	2	159	23.3%	74.2%	0.6%	77.4%	0.0%	56.6%	0.0%	15.1%	22.6%	5.7%
9	Professional Learning Institute	30.15%	2	69	43.5%	82.6%	1.4%	85.5%	0.0%	69.6%	1.4%	13.0%	14.5%	1.4%
27	New School For Community Services	23.80%	3	151	18.5%	76.2%	2.6%	94.0%	0.0%	85.4%	0.7%	5.3%	6.0%	2.6%
	Average			110	31.0%	79.4%	2.0%	89.8%						
	District			82444	19.2%	80.9%	10.5%	88.1%	0.8%	56.6%	4.8%	22.6%	11.9%	3.2%

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Milwaukee Public Schools Commitment Letters** Pages: **4** Uploaded File: **\\cs-adfilesrv-01.schools.mpsds.edu\jacksoba\My Documents\Teacher Incentive Fund 2010\Milwaukee Public Schools Commitment Letters.pdf**

# Appendix D

## Letters of Support

June 24, 2010

Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

As the Wisconsin Superintendent of Public Instruction, I am writing in support of the Teacher Incentive Fund Grant. This grant will help implement TAP: The System for Teacher and Student Achievement in 16 schools in Milwaukee, Wisconsin. After discussions with administrative, school and teacher leadership in the Milwaukee Public Schools as well as a review of the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in similar urban settings; I am very supportive of the implementation of the TAP model in the Milwaukee Public Schools.

In conjunction with The National Institute for Excellence in Teaching (NIET), a nonprofit organization, Milwaukee Public Schools will implement the TAP system to support teachers and principals as they systematically increase their skills and thereby increase student achievement. Milwaukee Public Schools, through the project *Support and Rewards for Teacher Effectiveness, a Pilot in Milwaukee*, will develop and implement a performance based compensation system as part of a coherent and integrated approach to strengthen the educator workforce. Project sustainability is vital to district wide improvement and will be supported in the second project year and beyond through reallocation of Title funds to maintain the teacher compensation system.

Collaboration between district and state is vital to the successful implementation. Through the implementation of a value added system to measure the contributions of teachers and school to student's achievement during a school year, the school and the teacher have the ability to see how well they are teaching rather than how advantaged or disadvantaged their students were at the beginning of the school year. The proposed programming encourages and strengthens teacher performance through meaningful evaluation systems that will differentiate levels of teaching efficacy to identify opportunities for professional development.

The Department of Public Instruction and Milwaukee Public Schools look forward to seeing the positive results that have been demonstrated in other high need schools. The Department of Public Instruction is in full support of the National Institute for Excellence in Teaching and Milwaukee Public Schools receiving a grant from the Teacher Incentive Fund.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Evers", written in a cursive style.

Tony Evers, PhD  
State Superintendent

TE:jp



**MILWAUKEE  
PUBLIC SCHOOLS**

Department of Administrative Accountability  
5225 W. Vliet Street  
P.O. Box 2181  
Milwaukee, Wisconsin 53201-2181  
Phone: (414) 475-8016  
Fax: (414) 475-8470

June 21, 2010

Dr. Thelma Meléndez de Santa Ana  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Assistant Secretary,

As Director of the Department of Administrative Accountability of the Milwaukee Public Schools, I am writing in support of the Teacher Incentive Fund Grant. This grant will help implement TAP: The System for Teacher and Student Achievement in 16 schools in Milwaukee, Wisconsin. In review of the positive changes in instructional practices, effective teaching and student achievement growth TAP has brought about in similar urban settings we are very supportive of the implementation of the TAP model in Milwaukee Public Schools.

*Support and Rewards for Teacher Effectiveness, a pilot in Milwaukee*, proposes implementation of performance pay aligned with teacher career advancement, highly effective professional development and meaningful evaluations. These initiatives will be supported by district and school level administrators. Research on TAP has shown that programming is most effective when there is commitment of TAP principals to protect the time and resources priorities needed to carry out the elements and ensure that they are being implemented effectively. Supportive leadership will make TAP the core school improvement strategy, allot the time and resources to implement TAP fully and consistently, and communicate TAP to teachers, parents and the community at large.

The Department of Administrative Accountability in Milwaukee Public Schools supports the creation of the TAP Leadership Team, which will be guided by the school principal, to implement, operate, and monitor the TAP system at the school level. The core components will increase the skills of both teachers and principals through the incorporation of high quality professional development activities. These activities will increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the performance based compensation system.

Sincerely,

A handwritten signature in cursive script that reads "Anita M. Pietrykowski".

Anita M. Pietrykowski, Director  
Department of Administrative Accountability

July 1, 2010

Dr. Thelma Meléndez de Santa Ana  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

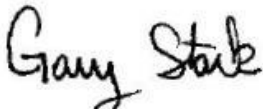
Dear Assistant Secretary,

I write to express my support of the partnership between Milwaukee Public Schools and the National Institute for Excellence in Teaching (NIET) in the submission of a Teacher Incentive Fund (TIF) proposal. The cornerstone of Milwaukee Public School's TIF proposal is the implementation of TAP™: The System for Teacher and Student Advancement (TAP). As developer and ongoing provider of support for TAP in schools across the country, we endorse Milwaukee Public School's inclusion of this comprehensive reform in their TIF project.

The underlying premise of the Milwaukee Public School's TIF proposal is the development and sustainability of the TAP system across the district. We are confident that this approach meets the requirements of TIF and will help to develop a more effective educator workforce. With more effective teachers and principals in the schools, we can begin to close the achievement gaps and ensure that all children have the opportunity to achieve. We believe that the performance-based compensation, instructionally focused accountability, multiple career paths and ongoing professional development that are integral to TAP are necessary elements in the building of an effective teaching profession over time.

NIET looks forward to the opportunity to establish and expand TAP to Milwaukee Public Schools.

Sincerely,



Gary Stark  
President, National Institute for Excellence in Teaching

# Project Narrative

## Other Attachments

### Attachment 1:

Title: **Milwaukee Public Schools Resumes Indirect** Pages: **23** Uploaded File: **\\cs-adfilesrv-01.schools.mpsds.edu\jacksoba\My Documents\Teacher Incentive Fund 2010\Milwaukee Public Schools Resumes Indirect.pdf**

# Appendix E

## Resumes and Job Descriptions



**Karen R. Jackson, Ph.D., SPHR**  
**Director, Human Resources, Milwaukee County**

**Summary of Qualifications:**

An experienced and highly regarded administrator with extensive executive level and operations experience with six highly regarded urban and suburban school districts and county government. Served as the Associate Superintendent – Human Resources, Chief Administrative Officer, Director of Human Resources for three school districts and Director of Student Services. Reengineered business practices through integration of technology to maximize productivity. Implemented large-scale organizational and work culture changes to focus on improved customer service and raising student achievement. Led successful recruitment efforts at each agency. Work collaboratively with many stakeholders. I have successfully engaged in interest-based bargaining. Close advisor to superintendents and various Directors. Currently, Director for Division of Human Resources, Milwaukee County Government.

**Summary of Education:**

- PhD.                      Urban Education, Educational Psychology, 1988  
University of Wisconsin-Milwaukee  
Topic: *Some Socio-Psychological Variables in the Prediction of Academic Success of Students in Desegregated Settings*
- M.S.                      Guidance and Counseling, Educational Psychology, 1974  
University of Wisconsin-Milwaukee
- B.A.                      Sociology, Correctional Administration, 1970  
University of Wisconsin-Madison

**Certifications Held:**

- Wisconsin:            Superintendent  
Supervisor Coordinator, Director of Instruction (K-12)  
Director of Special Education, Pupil Services (K-12)  
Principal (Pre K – 12)  
Professional School Counselor (K-12)  
Seeking SPHR Professional Human Resources Certification  
Human Resources Certificate – Marquette

- Honors:                Outstanding Service Plaque - Wauwatosa Teacher Union  
Outstanding Alumnus Award- UW/Milwaukee  
Outstanding Alumnus Award- Cleveland Public Schools  
Outstanding Service Award- Shorewood High School  
Women on the Move- Top Ladies of Distinction  
Black Excellence Award-Milwaukee Times  
Outstanding Research First 25 Years- UW-Milwaukee

## **Executive Level Professional Experience:**

*Director, Human Resources*

*Deputy Director, Human Resources*

*Milwaukee County Government*

*2005 - Present*

Key Responsibilities: Direct daily operation of the 32 employees of the Division of Human Resources that includes Employment and Staffing, Compensation and Affirmative Action. The Division previously included Labor Relations, Benefits and Pension. With a budget of over three million, the Division serves over 5000 active employees and applicants. My challenge is to alleviate pressure points within Division that have resulted from rapid downsizing and extreme budget reductions. As Division Director, I am responsible solving complex human resources issues within the confines of Civil Services rules and County ordinances. Our office is responsible for FMLA compliance, employee orientation, and compensation. I am a key partner on the oversight committee responsible for the recent implementation of HR payroll/personnel system (Ceridian). Our recruitment system includes on-line application and self-service capacity. I serve as Secretary to Civil Service Commission and represent administration at the County Personnel Committee. Participated in Six Sigma training.

Results: Sustained staffing levels in Division for last 2 years, including addition of recruitment and FMLA positions. Led successful effort resulting in over 1000 applicants recruited within 4 months for House of Correction and Office of the Sheriff for purpose of providing respite to current officers while addressing critical staffing problems. Recently coordinated pandemic efforts. Developed vision for the future of DHR. Leading transformation of Division from transaction based to a service-oriented division responsible workforce recruitment, staffing and diversity.

*Associate Superintendent, Human Resources*

*District of Columbia Public Schools*

*2003- 2004*

Key Responsibilities: Provided counsel for state and local level human resources functions. Responsible for staffing 12,000 employees (5,500 teachers), benefits and salary administration, labor management, criminal background checks, classification, employment verification, academic credentials and standards, recruitment, and equal employment opportunity. Administered budget of \$6 million and supervise over 80 FTE's. Facilitated the technology modernization efforts for human resources. Key advisor to four superintendents on strategic efforts to raise student achievement and attract qualified teachers. Trained by Thoughtbridge on collaborative bargaining process.

Results: Successfully reengineered human resources office procedures resulting in significantly improved reputation of office and delivery of customer services. Initiated web based performance testing in County Implemented small team approach for problem solving and monthly customer service evaluations. Within one year, able to fulfill all compensation obligations for all DCPS employees that had not been fulfilled in the previous four years. Incorporated applicant tracking in recruitment process. Reduced teacher vacancies by 50 percent. Implemented three abolishment (RIF) actions involving nearly 1000 employees within one year. Simultaneously implemented downsizing, transfer, new hire and equalization processes. On time delivery of Peoplesoft (HRIS) implementation.

*Chief Administrative Officer*

*Milwaukee Public Schools*

*1999-2003*

Key Responsibilities: Second in charge of school district. Responsible for staffing (certified and classified) employees, labor relations, pay administration, classification, employment verification, employee benefits, and affirmative action. Additional duties included responsibilities for assessment and accountability; and leadership specialists (principal supervisors); Directed District committee for Peoplesoft implementation. Key advisor to Superintendent on strategic educational issues. Received two Transition to Teaching Grants.

Results: Successfully concluded initial collaborative bargaining effort with teacher union resulting in work plans for subsequent year. Achieved full staffing of elementary/middle schools prior to start of school. Responsible for envisioning and implementing transformation of human resources functions from paper laden to paperless. Successful integration business processes with Peoplesoft requirements. Changed role of administrative specialists to focus on principal evaluation, while divesting their other responsibilities to principal coaches.

*Director of Human Resources*

*Wauwatosa Public Schools*

*1996 -1999*

Key Responsibilities: Directed human resources office for a suburban district of over 900 employees and 16 schools. Responsible for negotiation and grievance administration for three bargaining units. Conducted all district employee recruitment, selection, staffing, benefits administration, induction and termination processes. Additional responsibilities included benefits coordination and employee performance evaluation. Administered budget of \$5 million with staff of 2.5 FTE.

Results: Started school year fully staffed, first time in over 10 years. Successfully completed consensus based negotiations with the unions. Established excellent relationship with all bargaining units, retirement seminars, and initiated web based recruitment.

*Director of Student Services and Exceptional Education*

*Shorewood School District*

*1989 -1996*

Key Responsibilities: Administered all student support programs for school district of 2000 students, four schools. Programs included the voluntary desegregation program (Chapter 220), Title I, Title II, summer school, and English as a Second Language. Directed exceptional education programs and staff. Served as acting superintendent for three consecutive summers.

Results: Established Student Services Office for the District. Developed expulsion procedures and personnel handbook. Designed action research to seek cause for low student achievement in the district's high school. Started achievement support group for voluntary transfer students. Established Novanet and other alternative educational options through Title I. Initiated ESL program for Russian students.

### **Other Positions Held:**

Associate Principal,  
Whitefish Bay High School  
1984-1989

Guidance Counselor,  
Whitefish Bay High School  
1978 – 1984

High School Guidance Counselor,  
Racine Unified School District  
1974-1978

Counselor Administrator,  
Job Corps- YWCA  
1971-1974

Social Planner,  
Social Development Commission  
1970 –1971

Adjunct Professor, (summer sessions)  
U.W. Milwaukee  
1995-1996

### **Major Personal Accomplishments:**

- Promotion to Director, Division of Human Resources, Milwaukee County.
- Preparing human resources for mass layoffs with downsized decentralized staff.
- Led an extensive recruitment effort that met and exceeded needs of three correctional agencies, selected new assessments and a shared background screening protocol.
- Promotion to Associate Superintendent for District of Columbia Public Schools due to exemplary work and deep understanding of urban school districts during tumultuous period of transition for school district, where I served four different superintendents.
- Ability to lead and adapt administrative skills and knowledge to diverse urban and suburban school districts, as well as transfer those skills to public administration.
- Finalist for Superintendent for Milwaukee Public Schools, Wauwatosa, and the Shorewood School District.
- Achieved in one year, major turnaround including early principal hiring, staffing of critical special education programs, accurate salary placement for entire District of Columbia Public School workforce, and starting FY 05 fully staffed with teachers assigned to every classroom.

### **Civic and Professional Organizations:**

Phi Delta Kappa  
National Council of Negro Women  
Alpha Kappa Alpha Sorority  
UW-Milwaukee Emeritus Board  
Milwaukee Association of Black  
School Educators (MMABSE)  
Council of Great City Schools  
Society for Human Resources (SHRM)  
Presbytery Personnel Committee

Pi Lambda Theta  
Children Family and Community Partnerships  
Cream City Chapter of The Links, Inc. -President  
St. Charles Youth & Family Services Board  
International Public Management Association  
for Human Resources  
Children's Service Society –Board member  
Elder, Presbyterian Church

## DEBORAH L. LINDSEY

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### EDUCATION

Master of Science in Health Professions, Southwest Texas State University, 1987.  
Major: Health Services Research Minor: Health Administration.  
Bachelor of Arts in Communication Disorders, University of Texas-El Paso, 1982.  
Major: Speech, Hearing, and Language Disorders.

### PROFESSIONAL EXPERIENCE

2000 to Present

Director of Research and Assessment  
Milwaukee Public Schools

Responsible for overall management of the district assessment program and accountability/research/evaluation functions. Participate in district-level strategic planning as a member of the Superintendent's Cabinet. Develop and manage department budget of approximately \$3M. Supervise staff of 10. Lead data warehouse design, reporting, and training. Coordinate the analysis and reporting of student outcome data in the district's Report Card. Support the use of data in school and district planning. Establish partnerships with higher education to conduct scholarly research on educational reform initiatives within the district. Review and approve all external requests to conduct research. Develop policy recommendations for consideration by Superintendent and Board of School Directors. Plan and conduct presentations for local, regional, and national audiences. Responsible for school improvement planning and leadership training for performance management.

1999 to 2000

Performance Auditor III  
Milwaukee Public Schools

Designed and conducted internal performance audits and program evaluations, including a longitudinal analysis of student data within the MPS Bilingual Program and an evaluation of the MPS Assessment Plan. Participated as a member of the statewide Advisory Committee for the *Wisconsin Reading Comprehension Test*. Participated as a member of the statewide Subcommittee on Measurement Issues for the *Wisconsin High School Graduation Test*. Served as liaison with staff from WI Center for Educational Research to redefine methodology for school performance reviews.

1996 to 1998

Coordinator of Testing and Assessment  
Kenosha Unified School District

Served as District Assessment Coordinator. Responsible for analyzing and reporting standardized test results for the District. Worked collaboratively with teachers, administrators, and consultants and made recommendations for program evaluation and implementation to ensure sound research design/sampling methods were used. Developed survey research tools. Analyzed data using appropriate quantitative and qualitative methods. Assisted program staff with needs assessments. Provided training to staff on issues including test administration and content as well as research methods. Served as District liaison with the State Department of Public Instruction for statewide assessments. Participated as a member of the statewide Advisory Committee for the *Wisconsin Reading Comprehension Test*. Participated as a member of the statewide Subcommittee on Measurement Issues for the *Wisconsin High School Graduation Test*.

1995 - 1996

Evaluation Coordinator  
University of North Dakota Nursing Center

Responsible for program evaluation for a community-based academic nursing center "without walls." Wrote the Center's Evaluation Plan based largely on JCAHO standards and ensured approval by the College Administration. Collected needs assessment information for vulnerable populations such as Native Americans and children with special health needs. Developed a database to monitor elements of client demographics and outcomes. Analyzed student and client outcomes using qualitative and quantitative methods. Assisted project director with grant-writing, completion of semester and annual reports, and preparation of scholarly papers and presentations.

1995 - 1996 (concurrent, PT)

Adjunct Faculty, Park College

Responsibilities included teaching core courses leading to the Bachelor's of Health Care Management degree offered by Park College at a satellite facility near Grand Forks, ND.

1994 - 1996 (concurrent, PT)

Research Analyst  
Center for Rural Health, University of North Dakota

Responsibilities included provision of research support to Rural Health Center project directors. Completed literature reviews and assisted with survey research, design, and analysis of qualitative and quantitative data from primary and secondary sources. Reported statistical information in the form of original SPSS and SAS output, Harvard Graphics charts, and written summaries in APA format.

1989 - 1994

South Dakota Developmental Center-Custer  
QMRP 1990-1994  
Speech Therapist 1989-1990

Responsibilities included evaluation and therapy provision for adults with profound developmental disabilities and medical complications. Following a promotion in 1990, responsibilities changed significantly to a management/quality assurance function. Conducted continuous on-site reviews to ensure the needs of the consumers were being met as well as to ensure compliance with HCFA Title 19 rules and regulations. Provided training, chaired all Interdisciplinary meetings and coordinated the development of individuals' Habilitation Plans.

1987-1988

Assistant to the Executive Director: Program Coordinator  
The Grove School, Lake Forest, Illinois

Responsibilities included supervision of the habilitation activities of 25 professional and paraprofessional staff. Chaired the Interdisciplinary meetings for 65 individuals with developmental disabilities and mental illness. Served as the social services designee and liaison between the School and parents/guardians, school districts, other agencies. Coordinated admissions and discharges to maintain 100% occupancy rate.

1983-1986

Speech/Language Therapist  
Texas Department of Mental Health/Mental Retardation

## **CURRENT MEMBERSHIPS**

Member: The American Educational Research Association, 1996 - present.

Member: National Association of Test Directors, 2002 – present.

## Jason A. Culbertson



### EDUCATION:

Converse College; Spartanburg, SC  
Educational Specialist Degree – July 2007  
Summa Cum Laude

University of South Carolina; Columbia, SC  
Master of Teaching Degree – May 2001  
Summa Cum Laude

University of South Carolina; Columbia, SC  
Bachelor of Arts Degree - December 1999  
Major: History  
Bachelor of Arts Degree – December 1999  
Major: Political Science  
Cum Laude

### EXPERIENCE:

July 2009 – Present – *National Institute for Excellence in Teaching – Vice President of School Services.*  
Responsibilities include: Directing all professional development and training activities including national conferences and summer institutes for TAP; TAP System Training Portal design and management; assisting districts and states plan and execute comprehensive school reform; grant writing; measuring fidelity of TAP implementation at various sites across the nation; providing on-site technical assistance as requested by partner projects; and communicating regularly with media outlets.

May 2005 – July 2009 – *South Carolina Department of Education – Executive Director, South Carolina Teacher Advancement Program; Project Director of Teacher Incentive Fund Grant.*  
Responsibilities included: Providing technical support to schools; grant management and oversight; coordinating principals; directing budget creation and implementation; grant writing; classroom observations; expansion presentations; conducting quality control program reviews in South Carolina and other states; leading monthly professional development meetings; serving as liaison between data analysis companies and school districts; planning and hosting two national Teacher Advancement Program conferences; designing on-line data analysis software; recruitment of teachers; developing statewide policy; interviewing and selecting teachers, mentor teachers, and master teachers; assisting principals with creating master schedules; conducting annual job performance reviews of master teachers; assisting principal with reallocating funds to support or sustain programs; analysis of student data; curriculum calibration; drafting provisos; creating data management plans; communicating regularly with media outlets.

June 2004 – May 2005 - *Laurens School District 56– Bell Street Middle School, Master Teacher.*  
Responsibilities included: Social Studies; Language Arts; assisted principal in administrative roles; designed a computer program to help students perform higher on standardized tests; mentored and coached teachers in all curriculum areas; led professional development twice weekly; designed and implemented school plan and long range plan; monitored and evaluated student teachers performed all regular classroom duties.

June 2003 – May 2004 - *Laurens School District 56– Bell Street Middle School, Mentor Teacher.*  
Responsibilities included: Social Studies; team leader; parent liaison; monitored and evaluated student teachers; designed a curriculum map for 7<sup>th</sup> and 8<sup>th</sup> grade Social Studies; all regular classroom duties.

August 2001 – May 2003 - *Laurens School District 56– Bell Street Middle School, 7<sup>th</sup> and 8<sup>th</sup> Grade Teacher.*

Responsibilities included: Social Studies; parent liaison; head basketball coach; academic team coach; Beta Club sponsor; CHAMPS advisor; all regular classroom duties.

#### **LEADERSHIP/AWARDS:**

- Featured in *TIME* magazine (February 2008)
- Designed TEACHouse concept for subsidized teacher housing in rural areas
- Featured in *Newsweek* (November 2007)
- Featured on SCETV's *In Our Schools* (April 2007)
- Designed communications plan used by US Department of Education as national model
- Wrote and received over \$40 million in competitive federal grants
- Designed the Comprehensive On-Line Data Entry (CODE) system for schools
- Selected for Leadership Seminar through State Department of Education
- Featured speaker at numerous national conferences
- Featured in *Education Week* (June 2006 and March 2009)
- South Carolina Textbook Adoption Committee
- Featured in *US News and World Report* (June 2004)
- Selected as a South Carolina Curriculum Leader through Furman University
- Chair of the Social Studies Department

#### **PRESENTATIONS:**

- Culbertson, J.A., (2010) Retaining Effective Teachers, Yale School of Management Educational Leadership Conference, New Haven, CT.
- Culbertson, J.A., (2009) The TAP System, National Governors' Association Conference, Nashville, TN.
- Culbertson, J.A., (2008) Performance Pay for Teachers, Southern Legislative Conference, Oklahoma City, OK.
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, Arkansas Educator Conference, Little Rock, AR.
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, National Title II Conference, Washington, D.C.
- Culbertson, J.A., (2008) Outcomes Based Teacher Incentive Programs, South Carolina Education Oversight Committee, Columbia, SC.
- Culbertson, J.A., (2007) Designing A Pay for Performance Plan, New York City Charter School Association, New York, NY.
- Culbertson, J.A., (2007) The Teacher Advancement Program in South Carolina, Florida K-12 Education Network, Orlando, FL.
- Culbertson, J.A., (2007) South Carolina's Teacher Incentive Programs, Oklahoma Joint House and Senate Subcommittee on Education Reform, Oklahoma City, OK.
- Culbertson, J.A., (2007) Using Value Added Growth Analysis, Battelle Educational Conference, Columbus, OH.
- Culbertson, J.A., (2007) The Expansion of South Carolina's Teacher Advancement Program, Center for Comprehensive Educator Reform National Conference, Chicago, IL.
- Culbertson, J.A., (2007) Preparing for Success at a TAP School, Texas TAP Training, Austin, TX.
- Culbertson, J.A., (2006) Building a Career Ladder in Education, National TAP Conference, Hilton Head, SC.
- Culbertson, J.A., (2005) Preparing for Success at a TAP School, Florida TAP Training, Tallahassee, FL.
- Culbertson, J.A., (2004) Integrating Student-Created PowerPoints Across the Curriculum. South Carolina Middle School Association, Myrtle Beach, SC.
- Culbertson, J.A., (2004) Social Studies Curriculum Mapping, Mullins, SC.
- Culbertson, J.A., (2004) Innovative Social Studies Lessons K-12. Spartanburg District 1 Summer Social Studies Council, Spartanburg, SC.
- Culbertson, J.A., (2004) Innovative Lessons in the Social Studies. South Carolina Council for the Social Studies,



Greenville, SC.  
Culbertson, J.A., (2003) Using PowerPoint simulations in the Social Studies. South Carolina Council for the Social Studies, Myrtle Beach, SC.

**REFERENCES:** Dr. Gary Stark  
Chief Executive Officer, National Institute for Excellence in Teaching

[REDACTED]

Dr. Allison Batten Jacques  
Director, Office of Educator Preparation, Support, and Assessment  
South Carolina Department of Education

[REDACTED]

Scott McMichael  
President  
Innovative Architects

[REDACTED]

**VITA**  
***Anthony T. Milanowski***



**Education**

Ph.D., University of Wisconsin-Madison, Industrial Relations Research Institute, May, 1997. Major field: Human Resources Management; Minor field: Research Methods.

M.A., University of Wisconsin-Madison, Public Administration, 1986.

B.A., University of Wisconsin-Milwaukee, Philosophy, 1974.

**Academic Positions**

Assistant Scientist, Researcher, Associate Researcher, and Assistant Researcher, Wisconsin Center for Education Research, 1997-present.

**Current Research Projects**

Co-principal investigator, Local Practices Linked to Strategic Management of Human Capital: Practices to Recruit and Retain High Quality Faculty and Measuring Teachers' Instructional Practice (2008-present). This project is studying the human capital management practices in high and low performing schools to identify practices that help schools attract, develop, and retain an effective teaching staff. It also involves a review and comparison of the leading methods used to assess teaching practice. Funded by the Ford Foundation.

Co-principal investigator, Redesign of Employee Performance Evaluations (2010-present). This project involves providing technical assistance in redesigning teacher and principal evaluation systems to the Milwaukee Public School District.

Technical assistance provider, Center for Educator Compensation Reform (2007-present). This project provides technical assistance to Teacher Incentive Fund grantees (states, districts, and various consortia) involved in designing and operating performance pay systems for educators. Funded by the U.S. Dept. of Education.

Researcher, Integrated Resource Information System Development Project. (2007-present). This project involves conceptualizing and planning an integrated information system to track the use of financial, program, and human resources for the Milwaukee Public Schools. Funded by the U.S. Dept. of Education, Institute for Education Sciences.

Researcher, Strategic Management of Human Capital (2008-2010). This project is designed to raise awareness of and disseminate information on human resource management practices that support the acquisition, development, and retention of human capital in K-12 education. Funded by the Carnegie Corporation of New York and the Bill & Melinda Gates Foundation.

**VITA**  
**Anthony T. Milanowski**

**Recent and Selected Publications in Refereed Journals**

Heneman, H.G. III, and Milanowski, A. (accepted, February 2010). Assessing human resource practices alignment: A case study. *Human Resource Management*.

Milanowski, A.T., Longwell-Grice, H., Saffold, F., Jones, J., Schomisch, K., and Odden, A. (2009). Recruiting new teachers to urban school districts: what incentives will work? *International Journal of Educational Policy and Leadership*, 4:8. Available at: <http://journals.sfu.ca/ijepl/index.php/ijepl>

Kimball, S. M., and Milanowski, A.T. (2009). Assessing the Promise of Standards-Based Performance Evaluation for Principals: Results from a Randomized Trial. *Leadership and Policy in Schools*, 8:3, 233-263.

Kimball, S. M., and Milanowski, A.T. (2009). Examining Teacher Evaluation Validity and Leadership Decision Making Within a Standards-Based Evaluation System. *Educational Administration Quarterly*, 45:1, 34-70.

Milanowski, A.T., (2007). Performance Pay System Preferences of Students Preparing to be Teachers. *Education Finance and Policy*, 2:2, 111-132.

Milanowski, A.T., (2005). Split Roles in Performance Evaluation - A Field Study Involving New Teachers. *Journal of Personnel Evaluation in Education*, 18:3, 153-169.

Milanowski, A.T. (2004). The relationship between teacher performance evaluation scores and student achievement: Evidence from Cincinnati. *Peabody Journal of Education*, 79:4, 33-53.

Heneman, H.G. III, and Milanowski, A.T. (2003). Continuing assessment of teacher reactions to a standards-based teacher evaluation system. *Journal of Personnel Evaluation in Education*, 17:3, 171-195.

Milanowski, A.T. (1999). Measurement error or meaningful change? The consistency of school achievement in two school-based performance award programs. *Journal of Personnel Evaluation in Education*, 12:4, 343-363.

Milanowski, A., Odden, A., and Youngs, P. (1998). Teacher knowledge and skill assessments and teacher compensation: An overview of measurement and linkage issues. *Journal of Personnel Evaluation in Education*, 12:2 83-101.

**Book Chapters**

Milanowski, A.T., and Kimball, S. (2010). The Principal as Human Capital Manager: Lessons from the Private Sector. In Rachel Curtis and Judy Wurtzel (eds.) *Teaching Talent: A Visionary Framework for Human Capital in Education*. Cambridge, MA: Harvard Education Press.

Milanowski, A.T. (in press). Illinois Mathematics and Science Academy CADRE teacher evaluation process. In R. Sobotnik (ed.) *Levers of Change: Measuring Teacher Effectiveness and Student Outcomes in STEM Secondary Education*. Charlotte, NC: Information Age Publishing.

Milanowski, A.T., Kimball, S.M., and Odden, A. (2005). Teacher accountability measures and links to learning. In L. Stiefel, A.E. Schwartz, R. Rubenstein, and J. Zabel (eds.) *Measuring School Performance and Efficiency: Implications for Practice and Research*, the 2005 American Educational Finance Association Yearbook, 137-159.

**VITA**  
***Anthony T. Milanowski***

**Recent and Selected Competitive Papers Presented**

Milanowski, A.T., Heneman, H.G. III., & Kimball, S. M. Teaching Assessment for Teacher Human Capital Management: Learning From the Current State of the Art. Paper presented at 2010 Annual Meeting of the American Educational Research Association, Denver, CO, May 3, 2010.

Kimball, S.M., Milanowski, A.T., & Heneman, H.G. III. Principal as Human Capital Manager: Evidence from Two Large Districts. Paper presented at 2010 Annual Meeting of the American Educational Finance Association, Richmond, VA, March 20, 2010.

Heneman, H.G. III, and Milanowski, A.T. Assessing Human Resource Practices Alignment: Development and Evaluation of a Process. Paper presented at the 2008 Academy of Management Annual Meeting, Anaheim, CA, August 11, 2008.

Kelley, C., Kimball, S.M., and Milanowski, A.T. The Promise and Practice of Teacher Evaluation in the United States. Paper presented at 2007 Annual Meeting of the American Educational Research Association, Chicago, IL, April 13, 2007

Milanowski, A. T., and Odden, A. Estimating the Cost of Teacher Turnover: An Example and Discussion of Methodological Issues. Paper presented at 2007 Annual Meeting of the American Educational Finance Association, Baltimore, MD, March 23, 2007.

Milanowski, A.T., and Kimball, S. M. The Relationship Between Teacher Expertise and Student Achievement: A Synthesis of Three Years of Data. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada, April 13, 2005.

**Other Publications and Reports**

Milanowski, A.T., Heneman, H. G. III, & Kimball, S. (2009). Review of Teaching Performance Assessments for Use in Human Capital Management. Paper written for the Strategic Management of Human Capital Project, Available at: <http://www.smhc-cpre.org/resources/>

Milanowski, A.T. (2008). Do teacher pay levels matter? Paper written for the College Board. Available at: <http://www.smhc-cpre.org/wp-content/uploads/2008/09/cb-2-teacher-salary-levels-matter.pdf>

Milanowski, A.T. (2008). How to pay teachers for student performance outcomes. Paper written for the College Board. Available at: <http://www.smhc-cpre.org/wp-content/uploads/2008/10/cb-paper-4-paying-for-student-performance.pdf>

Heneman, H.G. III, Milanowski, A.T. (2007). Assessing Human Resource Alignment: The Foundation for Building Total Teacher Quality Improvement. Paper prepared for the Carnegie Corporation of New York.

Heneman, H.G. III, Milanowski, A., & Kimball, S. (2007). Teacher Performance Pay: Synthesis of Plans, Research, and Guidelines for Practice. CPRE Policy Brief RB-46. Philadelphia, PA. Consortium for Policy Research in Education.

Heneman, H.G. III, Milanowski, A., Kimball, S.M., and Odden, A. (2006). Standards-Based Teacher Evaluation as a Foundation for Knowledge- and Skill-Based Pay. CPRE Policy Brief RB-45. Philadelphia, PA. Consortium for Policy Research in Education.

**VITA**  
***Anthony T. Milanowski***

**Recent Invited Presentations**

Teacher and Principal Evaluation: Tools for Improving Schools? Regional Educational Laboratory Midwest Board meeting, May 7, 2009.

Teacher Evaluation: Current Best Practices and Links to Strategic Management of Human Capital. 12<sup>th</sup> Annual WCER Conference for Wisconsin Cooperative Educational Services Agencies, Madison, WI, February 10, 2009.

Perspectives on Developing & Using High Quality Observation Instruments, 2007. Teachers for a New Era Fall Workshop, Ft. Meyers, FL, November 28, 2007.

Are Ratings of Teachers' Practice Related to Student Achievement? Evidence from Standards-Based Teacher Evaluation. Teachers for a New Era Observation Protocol Meeting, Washington, DC, January 23, 2007.

**Teaching Experience**

University of Wisconsin-Madison

- School of Education: Lecturer, Personnel Systems in Education, Fall 2003 and 2004, Spring 2007; Evaluating and Supporting Quality Classroom Teaching, Spring 2006.
- School of Business: Lecturer, Compensation Theory and Administration, Fall semesters, 1996-1999, Staffing and, Spring semesters, 1997 and 2001, Human Resource Management 1993-1994.

**Recent Professional Service**

- Grant Proposal Review Panel Member, Education Systems and Broad Reform, U.S. Dept. of Education, Institute for Education Sciences, October 2008 & October 2009.
- Assessment Consultant, Wisconsin's Grass Roots Teacher Quality Assessment Model, 2008-2009.
- Editorial Board Member, Journal of Personnel Evaluation in Education, 2005-2007
- University of Wisconsin-Madison School of Education: Institutional Review Board member, 2007-present.

**Professional Human Resource Management Experience**

Personnel Specialist, Compensation Analyst, and Senior Compensation Planner and Team Leader Wisconsin Department of Employment Relations, 1979-1996.

Responsibilities included developing models used to estimate costs of collective bargaining agreements, providing cost analysis for management bargaining teams, conducting job analysis and evaluation studies, designing and administering wage surveys, designing and conducting employee attitude surveys, developing selection tests, providing consultation to managers on human resource issues, and serving as staff to four Governor's study commissions on human resource management issues.

**Professional Association Memberships**

Academy of Management  
American Educational Research Association  
Labor and Employment Relations Association

American Educational Finance Association  
American Evaluation Association  
World at Work

Position Description  
Project Coordinator/Executive Master Teacher

**Title:** Project Coordinator/Executive Master Teacher, to support the Teacher Incentive Fund grant

**Basic Function:**

Provide coordination and support on the implementation of the Teacher Incentive fund grant.

The roles and responsibilities of the project coordinator/Executive Master Teacher will be to oversee the day to day operations of the project, monitor the timeline and budget; provide the leadership to accomplish the goals and objectives; plan and monitor the professional development, regularly report project progress to the director and perform all related compliance duties.

**Position Requirements:**

- Master's degree in relevant academic discipline
- At least five years of successful teaching as measured by performance evaluations, promotions and portfolio of work
- For teachers currently in TAP schools, exemplary evaluation scores on the TAP Rubrics
- Demonstrated expertise in content, curriculum development, student learning, data analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions
- Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains
- Classroom demonstrations and external observations
- Proof of contribution to profession such as research, publications, university teaching, presentations and awards
- Excellent communication skills and an understanding of how to facilitate growth in adults

**Desired Experience:**

Doctorate degree in relevant academic discipline desired

**Major Responsibilities:**

- Report to and provide day to day support to the project director
- Arrange for collection of all base-line information, disseminate surveys and administer evaluation tools in conjunction with external evaluator and project director
- Work with the director and project evaluator to prepare reports for federal grant contacts and partnering agencies
- Work directly with principals and teachers in grant implementation
- Work with partnering agencies to arrange for and deliver professional development
- Attend required meetings with partnering agencies and project meetings required by the Federal Government
- Attend professional development required by grant participants
- Assist with the development and implementation of lessons developed by grant participants

## Job Description Master Teacher

**Title:** Master teacher at TAP School

### **Basic Function:**

To analyze student data and create and institute an academic achievement plan for the school.

Master teachers function in a unique manner relative to the traditional teacher. Their primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. They also spend, on average, two hours per day teaching students.

Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in evaluating other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with parents.

### **Position Requirements:**

- Master's degree in relevant academic discipline
- At least five years of successful teaching as measured by performance evaluations, promotions and portfolio of work
- For teachers currently in TAP schools, exemplary evaluation scores on the TAP Rubrics
- Demonstrated expertise in content, curriculum development, student learning, data analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions
- Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains
- Classroom demonstrations and external observations
- Proof of contribution to profession such as research, publications, university teaching, presentations and awards
- Excellent communication skills and an understanding of how to facilitate growth in adults

### **Desired Experience:**

- Doctorate degree in relevant academic discipline desired

### **Major Responsibilities:**

- Analyze school-wide student data as the basis for developing a school plan
- Develop the school plan utilizing the TAP processes
- Oversee planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Observe and provide peer assistance and coaching toward meeting teachers' Individual Growth Plan goals

- Evaluate teacher performance using the TAP Rubrics and conduct follow-up teacher conferences
- Participate in all TAP trainings and become a Certified TAP Evaluator
- Attend professional development meetings
- Work an expanded calendar year



## Job Description Mentor Teacher

**Title:** Mentor teacher at TAP School

### **Basic Function:**

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers.

Through the leadership team, the mentor teacher will participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and, as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self and team-directed.

### **Position Requirements:**

- Bachelor's degree and full credentials OR alternative certification, including passing level on elementary subject matter assessments and professional knowledge assessments
- Portfolio and a classroom demonstration showing instructional excellence
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional strategies
- Minimum of two years teaching experience
- Recommended by the principal, TAP director and master and mentor teachers
- Excellent instructor and communicator with an understanding of how to facilitate growth in adult

### **Major Responsibilities:**

- Through analysis of student data, create the school academic achievement plan
- With oversight of the master teacher, plan and facilitate group meetings during Professional Growth Blocks and provide appropriate follow-up
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Observe and provide peer assistance and coaching toward meeting teachers' Individual Growth Plan goals
- Evaluate teacher performance using the TAP Rubrics
- Participate in all TAP trainings and become a Certified TAP Evaluator
- Work an expanded calendar year

# Appendix F

## Indirect Cost Rate Agreement



December 3, 2009

William G Andrekopoulos  
District Administrator  
Milwaukee School District  
PO Box 2181  
Milwaukee, WI 53201-2181

2009 DEC -4 AM 10:30  
SUPERINTENDENT'S OFF.

Dear Mr. Andrekopoulos:

This letter confirms receipt of form PI-1161 (indirect cost rate adjustments-schools) and establishes your 2009-2010 indirect cost rates as noted below:

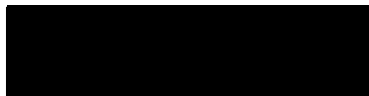
	<u>7/1/09 to 6/30/10</u>
Restricted Indirect Cost Rate	9.15
Unrestricted Indirect Cost Rate	19.17

Unless expressly prohibited by law, the above indirect cost rates can be applied against the total direct cost base of federal grants exclusive of capital object and major sub-contracts. Funds received by the grantee and subsequently passed through to another agency, which actually performs the program for which the funds are provided, cannot be included in the direct cost base when computing the amount of the indirect cost reimbursement.

Use the restricted indirect cost rate on grants that prohibit supplanting. Elementary and secondary educational grants commonly have non-supplanting legislation.

If you have any questions, please call me at (608) 267-7882.

Sincerely,



Gene Fornecker, CPA  
School Finance Auditor

GF/dgd

2009 DEC -8 A 8:21  
FINANCE DEPT.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
FIXED WITH CARRY-FORWARD COMPUTATION

LEA: Milwaukee (3619)

Restricted:

Public Schools

Fixed Rate per Negotiation

Direct Base

Departmental  
Carry-forward

Actual Costs:

Direct Base

Departmental  
Carry-forward

Recovered = Fixed Rate X Actual Base

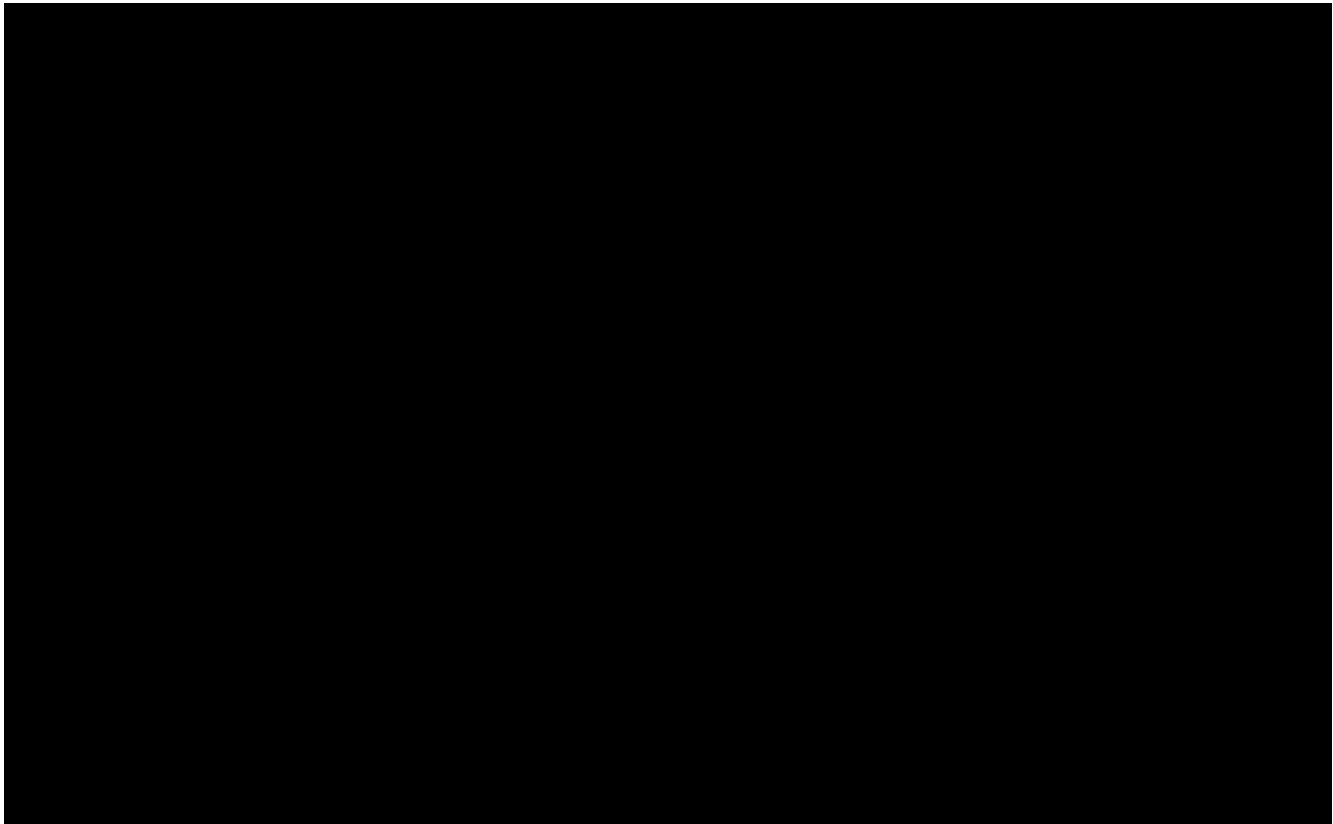
Actual Indirect Costs

(Over)/Under Recovery

Unrestricted

# Appendix G:

## Improvement in Teacher Skills Graph



# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Milwaukee Public Schools Budget Narrative** Pages: **7** Uploaded File: **\\cs-adfilesrv-01.schools.mpsds.edu\jacksoba\My Documents\Teacher Incentive Fund 2010\Milwaukee Public Schools Budget Narrative.pdf**

**Milwaukee Public Schools  
Teacher Incentive Fund  
Budget Narrative and Detail  
2010 - 2015**

<b>Federal Funds Requested</b>						
<b>Personnel</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>TOTAL</b>
<b>Project Coordinator</b> (1.0 FTE) will oversee day to day operations and implementation of all aspects of the project. In addition the coordinator will work with the external evaluator to ensure all reporting requirements are fulfilled and project successes are disseminated. Pay increases for years 2 through 5 are based on increases of 2.0% annually.						
1.0 FTE Project Coordinator @ [REDACTED]	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Executive Master Teacher will implement and sustain TAP™ at a high level of rigor and effectiveness. In addition the executive master teacher offers training and consulting support for master teachers and will continue district TAP™ implementation. Year 1 is a planning year and in year 2 the project coordinator will fill a dual role of coordinator and Executive Master Teacher. An Executive Master Teacher will be hired in year 3. Pay increases for years 3 through 5 are based on increases of 2.0% annually.						
Executive Master Teacher Years 3 - 5 @ [REDACTED] annually		-	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Executive Master Teacher Years 3 - 5: 20 extra days at [REDACTED] per day in year 3			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Master teachers primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to career teachers. They also spend, on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in evaluating other teachers. Additional days are budgeted for master teachers to provide and attend professional development. A salary augmentation is provided for the additional responsibilities.						
Master Teacher Additional Days (20 days @ \$320 per day with 2% increases each year)		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Salary Augmentation at \$10,000 per master teacher with 1 master teacher per school for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



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Personnel Continued	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Mentor Teachers will be actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings and mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Mentor teachers in partnership with career teachers will plan for instruction in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher. Mentor teachers will engage in professional development activities that are both self and team-directed. Additional days are budgeted for master teachers to provide and attend professional development with 2% increases each year. A salary augmentation is provided for the additional responsibilities.						
Additional days at [REDACTED] per day for 4 mentor teachers in year 2 per school for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5 for 10 extra days each year		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Salary Augmentation at [REDACTED] per mentor teacher with 4 mentor teachers per school for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
15 days per school of substitute teacher time at [REDACTED] per day to release teachers to participate in professional development with 2% pay increases each year.						
Substitute teacher days at [REDACTED] Fifteen substitute days per school for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Sub-total personnel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Fringe Benefits</b>						
<b>Fringe benefit</b> rate in MPS is currently 74.2% and covers social security, insurances, and pensions.						
Fringes @ 74.2%	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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Travel	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
The project director, the project coordinator, the executive master teacher at the district level and the principal, 1 master teacher, 4 mentor teachers and 2 other teachers per site for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5 will participate in the <b>Annual TAP™ conference</b> . Budgeted is [REDACTED] for travel, lodging and per diem per person.						
Travel for Annual TAP™ conference for 3 district staff and 8 participants per school		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TIF Annual Grantee Meeting: This meeting, which is hosted in Washington, DC will provide technical assistance for our grant site and provide collaboration among all TIF grantees. The total trip will last 1.5 days. The project director and the project coordinator along with the evaluator will participate in years 1 and 2. In years 3 - 5 the executive master teacher will participate with the project director and coordinator. Budgeted at [REDACTED] each which includes airfare [REDACTED] each), lodging ([REDACTED] per night for two nights), local transportation [REDACTED] and per diem [REDACTED] per participant per day for two days).						
Annual Grantee Meeting	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TIF Annual Topical Meeting: The project director and coordinator will participate in the 1.5 day meeting to learn more information on Performance Based Compensation Systems. The annual meeting is budgeted at [REDACTED] each which includes airfare ([REDACTED] each), lodging ([REDACTED] per night for two nights), local transportation ([REDACTED] and per diem [REDACTED] per participant per day for two days).						
TIF Annual Topical Meeting	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Sub-total travel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Supplies</b>						
[REDACTED] per year will be used to <b>pro-actively communicate the purpose and results</b> of the project including how the project supports the goals of the district's "Working Together, Achieving More" strategic plan.						
Project dissemination and communication	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
General office supplies for project director, coordinator and executive master teacher including a 2 laptop computers (year 1 and year 3) and one video projector in year 1 only.						
Supplies/materials	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Sub-total supplies	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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Contractual	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
<p>Approved through an RFP process the National Institute for Excellence in Teaching (NIET) was chosen to provide professional development and technical assistance for the TAP™ model. The following is included in the contract:</p> <ul style="list-style-type: none"> <li>- Follow-up Development Meetings</li> <li>- Travel for Follow-up Development Meetings</li> <li>- CORE Training Trainer Costs</li> <li>- Travel for CORE Training</li> <li>- CORE Training Participant and Materials Fee*</li> <li>- Monthly On-site Technical Assistance</li> <li>- Travel for Monthly Follow-up</li> <li>- School Reviews</li> <li>- Travel for School Reviews</li> <li>- Travel for Startup Workshop</li> <li>- Travel for local Summer Institute</li> </ul>						
NIET Contract	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]
<p>All teacher evaluation data is entered into the TAP™ Comprehensive Online Data Entry (CODE) system. The CODE system allows TAP™ leadership teams to monitor inter-rater reliability of evaluators, scoring inflation or deflation, and will flag cases where there appear to be discrepancies in teachers' assigned evaluation scores. Contract for teacher observation recording tool, CODE, budgeted @ [REDACTED] per school.</p>						
CODE contract at [REDACTED] per school for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	\$ [REDACTED]
<p>MPS will contract with an <b>external evaluator</b>, Wisconsin Center for Education Research (WCER), identified through an RFP process to provide formative and summative data analysis and reports. The evaluator will use a random assignment experimental control to provide comparison results between the participants and the control group. The evaluator will work closely with the project director and coordinator to focus on implementation of the project and discuss strategies to improve the services delivered.</p>						
External evaluator	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Budgeted is [REDACTED] for each year for consultants in the Milwaukee Public Schools Division of Research and Assessment to work with the external evaluator and project staff for the <b>extraction of data</b> to support the formative and summative evaluation process. Research and Assessment will provide student and school based data as needed to facilitate project monitoring and success.</p>						
Research and Assessment	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Sub-total contractual	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Milwaukee Public Schools  
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Other	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Performance awards for principals will be allocated with 50% based on observation rubric results and 50% based on schoolwide value-added results. Budgeted is a maximum of [REDACTED] per principal and [REDACTED] per assistant principal. The district will assume responsibility for performance pay by providing matching funds at an ever increasing amount of the performance pay starting in year 3 at 10%, year 4 at 25% and year 5 at 50%.						
Principal performance award		\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Performance awards for teachers will be allocated with 50% based on observation rubric results, 30% based on classroom value-added results and 20% based on schoolwide value added results. The district will assume responsibility for performance pay by providing matching funds at an ever increasing amount of the performance pay starting in year 3 at 10%, year 4 at 25% and year 5 at 50%. While the exact performance thresholds will have to be decided upon during the planning year, we envision a graduated set of bonuses with at least three bonus amounts based on levels of performance.						
Performance awards budgeted at \$3,000 per teacher for an estimated 21 teachers per school for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Duplicating</b> costs for project dissemination and professional development.						
Duplicating	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
The project director, the project coordinator, the executive master teacher at the district level and the principal, 1 master teacher, 4 mentor teachers and 2 other teachers per site for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5 will participate in the <b>Annual TAP™ conference</b> . Budgeted is [REDACTED] for registration fee.						
Registration Fee for Annual TAP™ conference for 3 district and 8 participants per school for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Milwaukee Public Schools  
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Other Continued	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
<p>The project director, the project coordinator, the executive master teacher at the district level and the principal, 1 master teacher, 4 mentor teachers and 2 other teachers per site for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5 will participate in the local TAP™ Summer Institute. The TAP™ Summer Institute trains school leadership teams on how to systematically strengthen the skills and effectiveness of their teaching staff and increase student academic achievement. Session topics have included analyzing data, setting school goals, providing rigorous weekly professional development, and effectively observing and coaching teachers' instruction in the classroom. Budgeted is [REDACTED] per participant.</p>						
Local TAP™ Summer Institute each year		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Each year prior to the opening of school, faculty members in TAP™ schools will participate in a workshop led by the TAP™ leadership team. Start-up workshop fees @ \$200 per participant for the master teacher, 4 mentor teachers and 4 additional teachers at each site each year.</p>						
Start-up workshop fees at \$200 per participant for 9 participants per site for 4 schools in year 2, 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Meeting accommodations for professional development and advisory counsel meetings.						
Meeting accommodations	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Sub-total Other	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Direct Costs</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>TOTAL</b>
Total Direct Costs	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Indirect</b>						
<p>The current restricted indirect rate is 9.15%. This does not include equipment or contractual. A copy of the Indirect Cost Rate Agreement is attached in Appendix F.</p>						
Restricted indirect 9.15%	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Grand Total</b>						
Grand Total	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Milwaukee Public Schools  
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<b>Matching Funds from Reallocation of Federal Title Funds</b>						
Other	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Performance awards for principals will be allocated with 50% based on observation rubric results and 50% based on schoolwide value added results. Budgeted is a maximum of [REDACTED] per principal and [REDACTED] per assistant principal. The district will assume responsibility for the performance based compensation system by providing matching funds at an ever increasing amount of the performance pay starting in year 3 at 10%, year 4 at 25% and year 5 at 50% from reallocation of Title funds.						
Principal performance awards for 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Performance awards for teachers will be allocated with 50% based on observation rubric results, 30% based on classroom value-added results and 20% based on schoolwide value added results. The district will assume responsibility for the performance based compensation system by providing matching funds at an ever increasing amount of the performance pay starting in year 3 at 10%, year 4 at 25% and year 5 at 50% from the reallocation of Title funds.						
Performance awards budgeted at \$3,000 per teacher for 21 teachers per school for 8 schools in year 3, 12 schools in year 4 and 16 schools in year 5			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Sub-total Other	\$ -	\$ -	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<b>Grand Total Matching Funds</b>						
<b>Grand Total Match</b>	\$ -	\$ -	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]